

**FACTORS HINDERING PARENTS' PARTICIPATION IN SCHOOL
ACTIVITIES IN TANZANIA: A CASE OF ARUSHA DISTRICT**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: “*Factors Hindering Parents’ Participation in School Activities in Tanzania: A Case of Arusha District*”, in fulfillment of the requirements for the degree of Master of Educational Administration, Planning and Policy Studies.

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DECLARATION

I, **Carlos Joseph**, do hereby declare that this dissertation is my own original work and that it has not been and will not be presented to any other University for similar or any other degree award.

.....

Signature

.....

Date

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ABSTRACT

This study explored factors hindering parents' participation in school activities in Tanzania, a case of Arusha district. The objectives of the study were to investigate education policies in schools and how they motivate participation in education among the parents, to analyse socioeconomic factors which hinder participation in education among parents, and to suggest mechanisms to improve parents' participation in education in Arusha District. The study was done in Arusha district in three wards: Olkokola, Kimnyak and Oltrumet. Data were collected from four public secondary schools. The study employed qualitative design. It involved 97 respondents reached through interviews and focus group discussions. These data collection methods were complemented by documentary reviews. The findings of the study indicated that education policies such as Primary Education Development Plan, Secondary Education Development Plan, and Big Results Now do not clearly show how parents' participation in education activities should be. Further, the study findings showed that the socio-economic status of Maasai, inhibiting cultures against education, hindered parents to fully participate in education activities in Arusha district. The findings furthermore indicated that educating the parents, formulation of parent-teacher association, initiating volunteer programmes, and eradicating negative cultural values among the Maasai were suggested to be some of the measures to improve parents' participation in education in Arusha district. The study made recommendations to improve parents' participation in Arusha district. Some of these recommendations were the Ministry of Education and Vocational Training (MoEVT) to formulate policies which include parents and the Government to review curriculum to reflect peoples' actual environment context like that of Maasai tribe.

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LIST OF ABBREVIATIONS AND ACRONYMS

BRN	Big Results Now
DEO	District Education Officer
FGD	Focus Group Discussion
LGAs	Local Government Authorities
MET	Mtandao wa Elimu Tanzania
MoEVT	Ministry of Education and Vocational Training
NCS	National Curriculum Statement
NGOs	Non-Government Organisations
PEDP	Primary Education Development Programme
PMO RALG	Prime Minister's Office; Regional Administration Local Government
REO	Regional Educational Officer
SB	School Board
SEDP	Secondary Education Development Programme
SGB	School Governing Board
SMT	School Management Team

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter treats ten aspects: the background of the study, the statement of the problem, the purpose, objectives of the study, the significance of the study, the conceptual framework, and the research questions. Others are the limitation of the study, scope, definition of key terms, as well as the overview of the study.

1.2 Background of the Study

Different scholars have studied various factors which affect the provision of education in schools. Rajani and Sumra (2006) mention the factors as: teachers and teacher support over infrastructure, language of instruction and inadequate teaching and learning materials. Van Noort (2011) in his study listed the problem of payment for school facilities like exercise books, examinations, uniforms, transport and school development funds to be factors affecting provision of education in Uganda.

According to Ngubane (2005) explained the factors of running the school, is associated with budgeting human resource management, academics and decision-making. However, to Ngubane, community of people in the society who are supposed to be part of this are either unconsciously or deliberately excluded from such matters. Van Wyk (1996) is of the opinion that effective participation in school is important to consider the parental participation because it improves achievement of students and school efficiency. For this reason, academicians and educators focus on parental participation in schools because it motivates learners to engage in homework activities, improve school attendance and decrease student dropout rate.

Parental participation according to the department of education in the United States (2004) is the participation of the parents in communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their children's learning at home and at school. That, parents are full partners in their children's education and on advisory committees at schools to assist in the education for their children.

Exactly what constitutes parental participation is complex and difficult to determine. But researchers have attempted to classify the various roles of parents relative to their respective schools (Van Wyk, 1996). Pugh (1989) regards parental participation as a working relationship characterized by a shared sense of purpose and a willingness to negotiate. Betie (1985) sees parental participation as emanating from the level of power sharing and participation of school governance, decision-making and rapid growth of committees and councils for parental representation. This is what Bloom (1992) calls parent advocacy, which means that parents are standing up for their rights in ensuring that learners get the best education when attend school. However, the general feeling about the concept of parental participation is that, it encompasses a broad array of activities both at home and at school as well as the parents' transmission of their own skills, knowledge, attitudes and values to learners by modeling acceptable behavior, guiding their activities and giving direct instructions (Moles, 1982).

Traditionally, schools viewed parents as clients (Wolfendale, 1992). This means that, in the past parents delegated their educational responsibility wholly to educators and educators acted on behalf of parents in matters relating to education of learners. But

now change is imminent. People in education recognize the paradigm shift from a 'delegation model' to collaborative model' which is empowering parents and communities. This is a necessity in schools (Seely, 1989).

Parental participation differs from school to school, from community to community and from parent to parent thus making it difficult to achieve the proven benefits of effective home-school relations in all school (Chavkin, 1993). For example, researchers have reported that parents in disadvantaged and rural communities are difficult to reach (Davies, 1988). For instance, the realization of the importance of parents in education, has led to inception of School Governing Board (SGB) in all schools in Namibia. This experience is not quite different from what is done in Tanzania as all schools have school boards (SB) which collaborate with the entire school administration to plan, control and make decision on major resources or events in schools.

1.2.1 Learner Education without Parental Participation (Consequences)

There are many consequences which happen when parents do not participate in their learners' education, which include; high dropout rates, increase of illiteracy to children and poor academic performance. More consequences are poor relation between parents and educators as well as poor behavioural control to learners. All these consequences eventually constitute to poor quality of education which invites challenges to the world of labour market and productivity for the benefit of the society. This eventually, leaves many graduates unemployed because of lack of relevant skills, knowledge, attitudes, innovativeness and creativeness (Rajani, 2011).

Therefore, the researcher holds that there are huge problems in the societies and in schools if parents are not participating in the education of their children. As a result, in Arusha district where the Maasai and Meru societies lack interest of education, it is expected that the societies will continue to experience dropout, discontinuation, poor attendance, increase of illiteracy, poor quality of education, early marriages, child labour and increase of poverty in rural areas.

1.3 Statement of the Problem

The concern for improving the quality of education has become the central issue for the government of Tanzania. The government insists that education is the key for country's development. The government realized that there are problems associated with parents' participation in education and introduced the education decentralisation from the central government to parent level to ensure effective parents' participation for quality education. There are several problems which are associated with the parental participation in education activities in secondary schools. Some are; first, parents although they have resources, are not effectively paying the tuition fees, school meals, books, exercise books, examinations, uniforms, transport and school development funds for their sons and daughters while they have the resources.

This tendency denies these young learners access to education. Second, some parents in Arusha do not volunteer in different education activities such as giving contribution for building classrooms, laboratory facilities, paying for teaching extra classes or giving any kind of assistance to schools. All these practices discourage school system and are against the framework of school effectiveness which

encourages parental participation. There was a need therefore, for a study to investigate how the education policies involve the parents in education matters, investigate the socio-economic and cultural factors hindering education participation and finally recommend the possible measures to improve parental participation among Arusha parents for realization of quality education to our learners in public secondary schools.

1.3.1 Arusha District Societies and Parental Participation

Most people in the rural communities in Arusha District are pastoralists. They keep cattle, goats, sheep and donkeys. The dominant communities are Maasai and Meru. The society is faced with poverty, illiteracy, negative cultural values, poor water supply, food insecurity, land conflicts and poor physical infrastructures, child labour basing on animal keeping and poor awareness of educating the young generation. Literature indicates that poor quality of education in the Maasai and Meru society is contributed by many challenges, one of which is low parental participation in their learner education.

In this society, parents have delegated the educational responsibility to educators, believing that school management and educators are solely responsible for educating the young generation. This is the serious problem in education sector because the quality of education cannot be attained if parental involvement is low (URT, 1998). There is a need therefore to examine parental participation in education activities to establish whether this is associated with weaknesses in education policies or associated with social cultural context and suggest measures to address this phenomenon in Arusha district.

1.4 The Purpose of the Study

The general purpose of the study is to investigate factors which hinder parents' participation in education activities in Arusha District.

1.4.1 The Specific Objectives of the Study

- (i) To investigate education policies and regulations in schools and how they motivate participation in education among the parents in Arusha District,
- (ii) To analyze socio-economic factors which hinder participation in education among parents in Arusha District, and
- (iii) To suggest mechanisms to improve parents' participation in education in Arusha District.

1.5 Research Questions

- (i) Are there clear education policies and regulations in schools and how do they motivate participation in education among the parents in Arusha District?
- (ii) What are the socio-economic factors which hinder participation among parents in Arusha District?
- (iii) What are mechanisms to improve parents' participation in education in Arusha District?

1.6 Significance of the Study

Parents and the community may use the data from this study to learn how education policies, regulations and circulars influence participation in education activities. Awareness of the parents of the education policies and circulars will make them

understand their role and responsibilities, government role and other education stakeholders' role in education.

The study finding is also likely to inform the parents, students, educators and other education stakeholders to understand most of the socio-economic factors which hinder participation of parents in education for their learners. Therefore, collectively they will set the mechanisms to reduce or get rid of them so as to ensure provision of quality education. Through this study, the school administration, educators and parents will understand mechanisms to improve parents' participation in education activities not only in Arusha District but also in other parts of the country where there are problems which hinder parents' participation so as to ensure provision of quality education to learners.

1.7 Conceptual Framework

The study will be guided by three variables; the first variable is analysis of educational policies namely, Primary Education Development Programme (PEDP), Secondary Education Development Programme (SEDP), and Big Results Now (BRN). The literature review has informed that these policies have less influence in parents' participation at school because they are formulated from top management to the bottom (community). Studying this variable may guide the ministry to design better education policies that encourage effective parents' participation.

The study investigates on the variable which are, cultural values, level of parents literacy, economic status of parents, curriculum irrelevance. The importance of investigating those variables is to inform on problems which hinder parents'

participation in education activities and among parents of Arusha and encourage them to take decision to change the situation.

The last variable is about mechanisms, the sub-variables are, educating the parents, formulating the education policies at school level, creating a profile, communication, Volunteering programmes, learning at home. These variables will enable all involved parties to play their part in the effort to realising high level of parental participation. the knowledge gained under this variable will guide well parents' participation among communities with low participation in school matters such as Maasai and Arusha people.

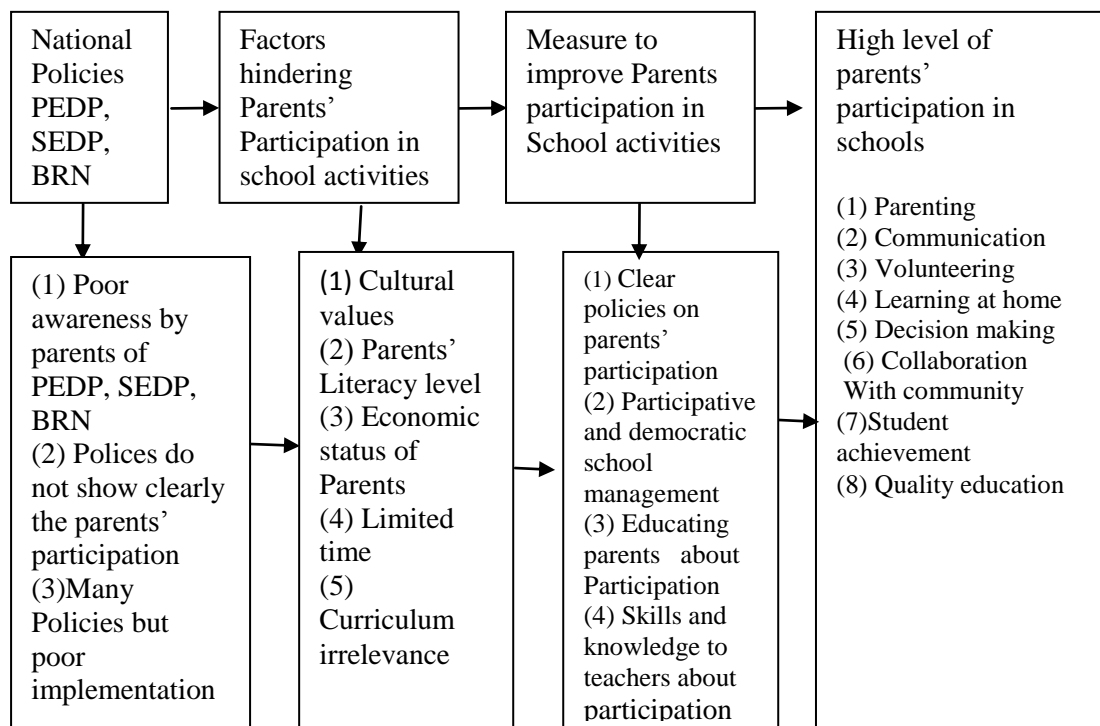


Figure 1.1: A Conceptual Framework for Studying Factors Hindering the roles of Parents' Participation in their children's Education

Source: Modified from Joyce Epstein's Model (1997)

1.8 Limitations of the Study

The result of this study may or may not be typical of all rural secondary school settings in Tanzania. This study only used a small sample of ninety seven respondents from Arusha district. This characteristic may have reduced the chances of generalization of the findings beyond Arusha district.

The process of eliciting why a parent did not get involved in his or her child's education appeared too personal and may not easily apply to other parents. This situation created difficulties for the researcher to approach parents for interviews and tape recording them. Some of the interviewees refused to respond to be part of the research sample despite the prior information and the issue of tape recording made them really afraid of, and the researcher had to use note taking and memory most of the time in the data collection.

In the process of data collection, the researcher discovered that some students were orphans and some were deserted by their parents and some students had serious family conflicts. This could have caused some of respondents to hide some information in the process of interview. To reduce this weakness, the researcher sought to triangulate research methods by adding focus group discussion in the data collection process.

Some of the teachers were not free and confident to give their views in relation to weaknesses of school administration upon parental participation. Therefore, the researcher had to stop recording them so that they could be free to participate in the interviews.

1.9 Scope

This study concentrated on factors hindering parents' participation in education activities in Arusha district basing on the three wards: Oltrumet, Olkokola, and Kimnyak. From those three wards data were collected from four secondary schools: Osiligi secondary school, Oltrumet secondary, Mukulat secondary school and Kimyaki secondary school. Moreover, the study intended to use a small sample which was obtained from the stated wards.

1.10 Definition of Key Terms

For the purpose of common understanding of the narration in this report, the following terms have been given operational definitions:

(i) Parental Participation

Parental participation is a process where parents are involved in school matters in issues related to decision-making and general welfare of students' learning. Parent participation is invested in parents to be involved in school development projects (laboratory construction), meetings, board meetings and school functions.

(ii) Volunteering

Volunteering applies to organising help and support from parents for school activities such as giving contribution and labour for construction of classrooms, teacher houses, laboratories and collaborating with teachers and school administration to control students' activities.

(iii) Education Activities

Involve all the activities done when transferring knowledge, skills, and attitudes to others. Some of the activities are teaching and learning, decision making on how to

learn, teacher-parent meetings and academic issues, construction of school classes, laboratories and teachers' houses.

1.11 Overview of the Study

Chapter one covers the introduction and the background of the problem where definition of the parents' participation was stated. Other aspects in this chapter are, statement of the problem, purpose of the study, significance of the study, research questions, limitation of the study, scope definition of the key terms, overview of the study. Chapter two covers literature review and chapter three covers and discusses the research methodology used. Data presentation is presented in chapter four whereas analysis and discussion are presented in chapter five. The summary, conclusion, and recommendations are presented in chapter six. The last part of the document provides a list of references as well as some of the instruments used to collect data for the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. The reviewed literature functioned as a guideline for the study. The chapter is discussed under the following subtopics: the concept of parental participation, theory of parental participation, Epstein's theory of parental participation/involvement. It discusses policies such as Primary Education Development Programme (PEDP), Secondary Education Development Programme (SEDP), and Big Results Now (BRN) in relation to parent participation in education. This chapter also discusses socio-economic factors which hinder participation of parents in education activities. Lastly it explains mechanisms to improve parental participation in education.

2.2 The Concept of Parental Participation in Education

Bogdan *et al.*, (1993) hold that, parental participation in education is described as volunteering either in the classroom or in school as a whole. Hoover-Dempsey *et al.*, (1995) state that parental participation in education offer direct experiences, vicarious experiences, verbal persuasion and emotional arousal that will make them contribute to the child's development of a sense of efficacy for doing well in school. Beatie (1985) further holds that parental participation in education as emanating from the level of power sharing and participation in school governance, decision-making and rapid growth of committees and councils for parent representation. This is what bloom (1992) calls 'parent advocacy' which means that parents are standing up for their rights in ensuring that learners get the best education.

Lareau (1987) goes further by holding that parental participation in the child's education comes in many forms and shapes. Basically, it means an active involvement of the parents in the education of their children. And it can be seen as institutional and non-institutional involvement. As institutional involvement it depicts how a parent is involved in running the school by joining in parental organisations and school councils while as non-institutional involvement is more concerned with the creation of the right involvement for the child to be able to learn. Such an environment includes follow up of what the child does at school and helping with homework and creating a learning space at home where children can comfortably focus on their education.

Ejeh (2005), supplements by writing that parental participation has to include home-based activities (such as helping with homework, encouraging children to read and promoting school attendance) and school based activities (such as attending parent-teacher meetings, parent-teacher conferences, concerts and other school events like helping raise money for various school improvement projects and volunteering at school).

Hoover Dempsey (1995) further discusses the term parental participation in education as the function of a parent beliefs about parental roles and responsibilities, a parent sense that she/he can help his/her children succeed in school, and the opportunity for involvement by the school or teacher. Wolfendale (1992) uses the term of parental participation in education to capture learning at home, school-home, and home-school communication, in-school activities, decision-making and collaborating with the community.

Therefore, the researcher holds that parents' participation in education means that the parents are responsible for all home based activities of their children's education such as homework, promoting school attendance, discipline, encouraging children to read which is highly needed in rural schools in Arusha district and all school based activities such as raising funds for building classrooms, teacher houses, laboratories, making decision in school resources utilisation of which many public secondary schools in rural areas in Arusha district lack, and planning for the better academic performance of their children, instead of leaving everything to the government.

2.2.1 Importance of Parental Participation in Education

(i) Students Discipline

Harrison (2000), in his study admits that parents' participation is essential for both home and school. Parents' participation in school activities helps the school to solve and control students discipline, put close eye on students' academic progress and be a watch dog for any students' deviations (against school rules). Therefore, parents together with teachers can do better in control of students discipline at school and at home. This will then help students perform well academically because discipline is important for better academic performance.

(ii) School Mobilise Resources

Walberg (1984) holds that parents' participation is essential in helping the school mobilise the resource, reach use decision and reduce unnecessary tension that might be there if parents were to be excluded in the school affairs. Therefore, parental participation will ensure effective use of human resources, financial resource, and other facilities.

(iii) Lower Dropout Rates

Parents' participation will reduce dropout rates, because parents will be able to make follow ups of their children's education. Good relations with parents and increased parental support encourage teachers to fulfill their responsibilities to their level best (Jowett, 1991). Therefore, students will like attending school every day if they for sure know that the parents and teachers make follow ups of their attendance and their education activities at school and at home.

(iv) Sense of Ownership-School Effectiveness

Walberg (1984) holds that Parents' participation leads to sense of ownership. This results in increased support of schools. It increases volunteering in school building, control and make decision for proper utilisation of school resources. Therefore, when the school creates a conducive environment for parents' participation, the later will have a sense of ownership by volunteering in building classrooms, teacher houses, laboratories, and getting involved in decision making for the development of the school and academic performance of students.

2.3 Theory of Parental Participation/Involvement

2.3.1 Epstein's Typology of Home-School Relation

This study was guided by Epstein's typology model of Home-School relationship (Epstein, 1997; 1998; 2001). The model components are classified in six levels of involvement as follows.

(i) Parenting

Parenting is an activity that school can perform in order to assist families with parenting and child rearing skills, family support, understanding learner and

adolescent development and creating more conditions to support learning at each stage and grade level. In practice, this entails providing information to all families who want or need it, not just the few who can attend workshops or meetings at the school buildings. Likewise this type of involvement includes providing the families the opportunity to share information about the child's culture.

(ii) Communicating

Communication in home-school relations involves communicating with families about school programmes and learner progress by means of school-to-home and home to school communication. This also means that schools should regularly review the readability, clarity, form and frequency of all memos, notices and other print and non-print communications. Likewise, in this process parents who do not speak the language used in the schools or do not read well should be considered.

(iii) Volunteering

School can encourage parents to volunteer for school activities both at home and at school in order to enhance the success of learner's education. In this regard, volunteers must be recruited widely so that all families know that their time and talents are welcome. Opportunities for both working and non-working parents to participate should be provided.

(iv) Learning at Home

Parents should be taught how to support learning at home by assisting in homework. Such an interaction helps to link school atmosphere with the home atmosphere of the learner. This could include designing and organising a regular schedule of interactive

homework that gives learners responsibility for discussing important things they are learning and helps families stay aware of the content of their children's class work. In addition, schools should involve families in all important curriculum-related decisions.

(v) Decision-Making

Parents become real representatives with opportunities to hear from and communicate with other families. They are included in class committees, councils and governance structures of the school. Central to this commitment are the undertakings to include parent leaders from all racial, ethnic, socio-economic and other groups in the school. In addition, schools should offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. In secondary schools, learners should be included in decision making groups.

(vi) Collaborating with the Community

Schools can collaborate with the community by sharing and engaging communities in all activities of the school, as communities have societal and cultural responsibility of caring for and socialising learners. In this regard, grandparents and other members of the learner's extended family may also play a role in the education of the learners and should be included in, when programmes of parents' involvement are introduced at school (Reglin, 1993). In essence this means that the school interacts with all those people who are interested in and are affected by the quality of education and not just those parents with learners.

2.3.2 Reasons for Using Epstein's Model

This study was focused on the participation of parents in education activities in Arusha. It intended to analyse education policies in school and how they influence participation, treat factors that hinder participation of parents in education activities as well as suggest measures to improve parental participation. Among theories that were reviewed in parental participation, Epstein's Model was found to be well elaborate and explain of what is required to realize effective parent participation in education. These levels covered include Parenting, Volunteering, Communication, Decision-making and collaborating with community. Since the model is setting a scale of how effective parental participation in education should be and that this study focus was about parental participation in education then it was logical to select this model to inform and guide the study.

2.4 The Education Policies and Parents' Participation in Education in Tanzania

2.4.1 The Primary Education Development Programme

MoEVT (2008) maintains that the PEDP 1 was established in 2002-2006 by the Ministry of Education and Vocational Training (MoEVT) to ensure the provision of quality primary education to all as this is the most reliable process of putting opportunities directly into the peoples' hands. In doing so the MoEVT collaborates with the Prime Minister's Office: Regional Administration and Local Government (PMORALG), which oversees the decentralisation of the education service delivery by Local Government Authorities (LGAs).

The policy objectives are; enrolment expansion, to increase overall gross and net enrolment of girls and boys. This could be done through a combination of strategies;

to increase enrolment rates of all groups of children, to use existing teachers and classroom more effectively, to expand complementary education programmes for out-of-school children and youth (MoEVT, 2001).

The enrolment expansion objective does not clearly show how parents participate to expand the enrolment of students, the objective bases on effective use of teachers and classrooms without showing how parents are empowered to participate in their own children's education. Therefore, making parents out of responsibilities is the weakness of the policy.

Quality Improvement is the second objective of PEDP. The policy objective is to revitalise and improve the quality of primary education, focusing on three main components: improving teachers' teaching style and methods in the classroom, ensuring the availability of good quality learning and teaching materials, and ensuring the necessary support for maintaining educational standards. The aim is to improve the overall achievement of both male and female in primary education (MoEVT, 2001).

The objective above has not incorporated parents in provision of Quality education. It is questionable if improving learning style, teaching materials, and support for maintaining educational standard can ensure quality education without the participation of parents in education. Therefore, the roles of parents have not been clearly stipulated in the policy. Capacity building is third objective of PEDP, to strengthen institutional capacity and competence of the central, local government authorities and school levels. This is consistent with the government's policies of

achieving greater efficiency, reforming the civil service and local government, decentralising government functions, and absorbing the principles of participation and empowerment into public services (MoEVT, 2001).

The policy has not shown how it will build capacity to literate and illiterate parents so as to effectively participate in their children's education. Building capacity has focused only on local government, civil service but parents are left out. Hence, it is not advised to decentralize government functions without building capacity to parents on how to participate in their children's education.

The last objective is, PEDP Institutional Arrangements, the central ministry will continue to focus on policy development and monitoring. There will be increased delegated authority to local government and schools to manage education provision and development. The administration will range from, village/mtaa level, ward level, regional level to ministry level (MoEVT, 2001).

The objective above has shown that parents would be involved in administration arrangement at village level/ mtaa level, but the objective has not clearly shown how the illiterate parents will participate in administrative arrangement and academic matters which need knowledge and skills. Therefore, parents will not actively and effectively participate in education activities especially in rural areas where the majority of parents are illiterate.

2.4.2 The Secondary Education Development Programme

The secondary education development programme phase one (SEDP 1) launched by the government in July 2004 was intended to be implemented in three phases of five

years each. The programme which was developed within the context of the broad education sector development programme (1997) and the secondary education master plan (2000) had five key objectives namely; improvement of access, improvement of equity, improvement of quality, management reforms and improvement of education management system (monitoring including improvement of data collection system (MoEVT, 2004; MoEVT, 2010).

Objective of SEDP, improvement of equity aimed at ensuring equity in access to and participation particularly in underserved areas by geographical location, gender and income inequalities through allocation of the resources in education in underserved areas; providing scholarship to students from poor families, improving education provision for marginalized social groups and reducing school fees for the day students (MoEVT, 2004).

The objective above, does not justify clearly as to how the parents' participation is ensured, equity is only seen in fees reduction as now the parents are able to send children to school but it does not reveal how parents are making decision regarding the education matters of their children's education.

The SEDP further highlights that there shall be Management reforms (MoEVT, 2004). This involves increase of efficiency and responsiveness in the delivery of secondary education. It was through devolving management and supervision of secondary schools from the central government to the local government authorities in 2000s.

This means that, power and authority have been transferred to grassroots (parents and community). Hence, people are able to make decision on how to run efficiently and effectively in their respective areas though parents do not have authority and power in management.

Improvement of quality and relevance; focus on the development and promotion of independent learning, critical thinking and analytical skills and restoration of the textbook culture and reading of different materials to improve teaching and learning environment. The challenge is that, parents do not effectively pay for textbooks, examinations, which persistently hinder the quality of the education. This happens because of the level of parents' literacy, knowledge and economic status.

2.4.3 Big Results Now in Education Sector

According to MoEVT (2013) Big Results Now (BRN) for education sector was publicly inaugurated on 15th August 2013 by the Minister. The BRN was preceded by internal meeting between the MoEVT high officials and education officers (DEOs and REOs). Some strategies to which aim at improving quality education through Big Results Now (BRN) are; school incentive scheme, school improvement toolkit, student- teacher enrichment programme, basic facilities construction, capitation grants and teacher motivation.

Eventually, school incentive scheme reward 4000 most improved schools every year with monetary and non-monetary incentives. Monetary incentives expects to be between Tsh 1,000,000/= and 5,000,000/= for primary schools and Tsh 2,000,000/= and 10,000,000/= for secondary schools (MoEVT, 2013). The strategy above has

completely left out parents' participation by basing only on incentive and believing that it can bring changes in education. If parents do not participate in education, there would be poor attendance by students, dropout and poor pass rates.

However, incentive alone cannot make changes. School management toolkit; this is to distribute school improvement toolkit and train 19,000 school heads. This kit aims at supporting school heads to execute their work effectively (MoEVT, 2013). The strategy has only given an opportunity for school heads to get training but parents have not been involved in this strategy and the strategy does not even analyse how parents would be given skills and knowledge in this Big Results Now program so as to effectively participate in education matters.

Therefore, there is weakness in the implementation of the programme. Concerning student-teacher enrichment programme, the MoEVT (2013) holds that 17,000 and 8,000 primary and secondary school teachers would be trained to support low performing students. The strategy does not show how parents will support their low performing children at home.

Therefore, the programme does not recognise the effort of parents to support their children's education at home. Capitation grants another strategy MoEVT (2013) holds that there would be 100 percent of delivery of books and materials to all students through alternative funding and monitoring. The government would provide Tsh 158 billion by 2015 for teaching and learning materials to schools through the education development levy.

The strategy was not participative and parents have not been involved, the government has taken full responsibility in providing and financing education. This would make parents feel that government is the sole responsible in provision of education.

Therefore, most of the decisions concerning the education policies and circulars come from the above and let the parents, teachers, and communities only be the implementers which have repercussions to the quality of the education in the country. This situation has led to an unawareness of parents about the national and school policies by believing that policy formulation and implementation is only done by government, political leaders and a few number of experts and the schools are only responsible organs for implementation of those policies.

2.5 Factors which Hinder Parents' Participation in Education

2.5.1 The Cultural Values and Norms

The pastoralists are so hard to change their beliefs, which has been analysed and approved over the last two decades (Hogg, 1982). According to Heather (2009), there is still male dominance in rural communities which in turn has led to marginalization of women for many years now. Women are not involved in important decision. They do not own property (including livestock); are subjected to forced marriages, heavy workloads and physical suffering; and also are not given greater access to education by their respective communities. Ngoitiki (2008) maintains that because of lack of education, most women are not able to participate in decision-making processes and lack the capacity to take various positions at different government levels.

The researcher therefore holds that, this has led to hindrance in the parent's participation which reveals that women do not fully participate in decision making in academic and non-academic matters of their children at home and at school because the cultural values and norms hinder them from participation. If the community puts less advocacy on girl's education, parents will not emphasize girl's education at school instead favouring early marriages to acquire wealth in form of bride price.

2.5.2 Limited and Negative Educational Background

There have been studies conducted on challenges of involving illiterate families in their children's educational experience. Skoglund (1999) maintains that rural parents are less likely to be involved in their child's educational process if they relate to school in negative way possibly because a parent may have a history of bad experience in the educational setting. These experiences can create a general lack of trust and that parent may have a tendency to equate teacher's questioning as a display of disrespect. Pena's (2000) mentions obstacles for rural parent involvement in school as limited skills and knowledge, time constraints or restricted opportunity for parents to come meet with teachers and administrators, negative expectations, intimidations, mistrust and stereotypes. Furthermore, according to this author, parents may feel they lack the educational background needed to understand complex issues that relate to their child's education.

Kratli (2001) maintains that lack of interest in education is attributed to ignorance. Illiterate people are insensitive to the value of education and therefore difficult to persuade. Kgaffe (2001) reveals that limited educational background and negative school experiences affect the relationship between the school and its educators and

the community. Therefore, illiterate parents with little or no experience have little to contribute to school governance and to the education of their children.

Similarly parents or caregivers who are illiterate feel that they have little to contribute to the schooling of their children and that they enjoy little status within schools. Moles (1993) insists that most of the parents in rural areas have poor base of education and negative experience which in turn has repercussions in the participation in parent-teacher meetings, volunteering in different education activities and even in cultural issues. Hence, parents believe that their lack of education and illiteracy is the base for them not to participate in decision making, volunteering, even parenting and delegate all their responsibilities to the educators. Therefore, the researcher holds that the parents' education matters a lot to their children's education because it will help them make follow up of their children's education at home and at school and there will be a great bond between teachers and parents.

2.5.3 Economic Status of the Family

As a matter of fact according to Duflo (2011) parents and caregivers in rural areas are unable to fulfill their financial obligations to schools. Also since many schools are also insensitive to their plight and use all meetings with parents to discuss this issue, this serves to alienate the parents further (Kgaffe, 2001). In addition, some learners leave school before completing their studies to seek employment, thus increasing the dropout rate and illiteracy already high among learners in rural schools. Lee and Bowen (2006) reason that, cultural capital, which is possessed by high socio-economic parents, magnifies the effect of the involvement in children's academic performance at school. In the context of parental involvement, cultural

capital of parents in terms of their children's education represents the power to promote their children's academic enhancement (Lee & Bowen, 2006).

Therefore, most of the scholars are still arguing that socio-economic status of the family has great impact on parents' participation in their learner education. This is also supplemented by the government of Tanzania through SEDP by reducing the school fees and other contributions so as to increase parents' participation regardless of their socio-economic status (URT, 2004).

Lareau (1987) suggested that low income parents find it more difficult to communicate with teachers as they suffer from low self-esteem, thus preventing them from getting involved in the school setting. This lack of participation can be due to time constraints since the working hours of rural families may not be conducive to that of school hours because of work: parents may not have the opportunity to meet teachers or administrators. The obstacles that may impede parents are expectations, intimidation, mistrust and stereotyping. These obstacles can hurt feelings and stop communication between parents, child and teacher.

Skoglund (1999) maintains that the teacher has to promote and encourage a positive way of thinking for the child and parent. This sort of action can improve the child's ability to achieve in society. When a teacher doubts the abilities of parent, negative expectations as well as intimidation can occur in the educational setting. Skoglund (1999) further maintains that these negative expectations can cause the parent to react in negative way towards the teacher and the educational setting. This type of negative interaction can hinder the child's academic success. The teacher has to be

extremely careful not to be stereotypic of situation without evaluating it in depth. He/she must listen and respond to the parents' concerns about stereotypic situations in order to ensure the issue is addressed in the learning environment.

Therefore, the researcher argues that the level of economy determines the level of volunteering in all school activities such as building classrooms, teacher houses. Arusha district where poor parents are many, there is even poor volunteering in education activities of their children.

2.5.4 Lack of Skills among Heads and Teachers

Rajani (2011) maintains that, principals are often reluctant to share power and authority and therefore often do not encourage parents to become involved in education activities. Moreover, most educators are not skilled in involving parents and therefore support the notion that education should be left to the professionals. Van Noort (2011) explains that parents have been stepping back from participation and leave all the activities to professionals which made them not to attend the school meetings for decision making, not volunteering as well as they have not been parenting their learners believing that it is the job of the teachers. Hence parents have cut off the communication with the principals and teachers.

Therefore, the researcher holds that some parents who make close follow ups and question about the academic matters and resources utilisation are regarded as stubborn by principal and educators because of lack of skills and knowledge on how to involve parents into different activities of education though sometimes because of misuse of school resources principals avoid parents' participation in education activities of their children.

2.5.5 Community Beliefs and Practices

Kratli (2001) maintains that the parents do not like the idea of giving custody of their sons and daughters to boarding schools and people they do not know, to whom they are not related and whose moral identity they often doubt. Scholars in education (Lareau (1987); Sui-Chu & William (1996) concur that, parents are not always willing to send their children to boarding schools. The success of boarding schools therefore depends on the quality of life within the school, first of all on the capacity to recreate a familiar and friendly environment, and secondly on effective law enforcement.

On the other hand, the evidence suggests that strict law enforcement by itself does not guarantee success. In Niger, in the 1980s for example, the government used a hard hand on Fulani society to force them to obey the law on compulsory education. Army patrols were used to bring children of school age to boarding schools by force (Kratli, 2001). This means that the Government was using force to increase parents' participation in education. However, the children always tried to escape, to the point that incidents involving fugitive children were uncommon.

Living standards in boarding schools in rural communities' areas are often very low. School teachers are rarely from ethnic background, as result, the school culture may be anti-ethnic despite the surroundings. However, Welsch & Zimmer (2008) maintains that the cost of boarding schools is too high for many parents to afford. The researcher therefore holds that boarding schools in rural school has got poor response from communities especially Maasai who believe that their children might

lose their cultural identity and that the families would lose labour from children for daily activities such as keeping herds.

2.5.6 Language Factor

Kratli (2001) maintains that teachers who are not from the same ethnic group, as the parents and students are likely to speak a different language, resulting in serious problems of communication in the parent-teacher meetings and in the classrooms. Welsch & Zimmer (2008) explain that language is a serious problem not only in classrooms but also in parent-teacher association when parents are not conversant with either English or French except their mother tongue. Even if the teacher and the students share a common language, it is not usually the language in which the children are supposed to become literate. Welsch & Zimmer (2008) further argue that the nature of language to be used for the acquisition of literacy, if the local language, the national language, or even international languages like English or French, is a matter of debate. Kratli (2001) supports that teaching literacy in the local language increases motivation (or minimizes exclusion) and school productivity.

On the other hand, the disadvantages are numerous. Often local languages are only spoken. Defining a written form and producing written materials in a language that may not have a large diffusion involves very high costs. Therefore, the researcher holds that language is a serious problem not in the classroom but also in parent teacher communication whereby many rural parents speak neither English nor Kiswahili but Vernacular language which now becomes the barrier in their participation in education of their children.

2.5.7 Child Labour

The Maasai age set system requires every kind of age to have its own allocation of duties. Children going to school age unfortunately at the age of 9-12 are the ones required to keep herds and graze until they are almost adults. The system hence is against schooling time. In such situation no parent would support children to attend or respond to a call that requires him to attend a meeting to discuss students who regularly do not attend school. Kgaffe (2001) holds that, pastoralist societies hold children to participate in herds keeping and domestic chores for young learners something which denies them right to education.

According to pastoralist, cattle keeping is believed to make wealth of the community, nothing else will change it hence the entire community has less participation in education activities. Therefore, the researcher holds that parents believe in herds as the source of wealth and prestige and not education, that is why parents' participation in education is much less in rural areas especially in Maasai communities.

2.5.8 Curriculum Irrelevance

Betie (1985) writes that lack of curriculum differentiation has become one of the major explanations for pastoralists' supposed low interest and participation in education and for the high drop-out rate from schools in rural area. The basic argument is that school curricula should be developed by rural people for rural people. Rajani (2011) adds that low relevance over curriculum generates low interest and lowers motivation, therefore causing low enrolment figure and high drop-out rates. This calls for a differentiation of the curriculum and the design of special ones for the pastoral and agricultural areas like Maasai areas. Therefore, the researcher

holds that parents do not see any need to participate in their learner education as they believe that the education system given to them does not favour their culture and environment and their system of economy.

2.5.9 Parents do not have Time

Ankanksha (2010) holds that parents in Uganda do not visit schools because they have no time; they consider education to be a responsibility of teachers and other school staff. Matanda (2007) adds that parents in Kenya tend to visit schools occasionally when they are invited to attend and/ or to discuss specific issues. Such as disciplinary actions and disputes. Rarely do parents seek to find out why children are not learning or to discuss teachers' need/shortage. Rajani (2011) holds that there is a small minority of parents who do visit schools more often, primarily on their own initiative. Therefore, it is our perception that parents seem to be occupied with their work and other economic activities such as animal keeping, agriculture, and small business and that they find it difficult to participate in their learners' education.

2.5.10 The School Administration is not Participative

The parental participation in school administration seems to be low; the School Management Committees (SMC) are largely closed, elite structures that are very reticent to involve parents in school management. Only the elected few tend to participate, with the large majority of parents being involved only when invited to meetings (Ankanksha, 2010). The frequency of meeting; the number of times the meetings are held also influences levels of members' engagement and are the relative success of activities undertaken by the School Management Committees. A quarter of School Management Committees do not meet at all during the year. This may

partially explain why the few parents who do participate in the school management committees express disappointment that decisions are not being implemented. Therefore, researcher holds that many schools believe that decisions can be only made by school boards and heads of schools and role of parents is to follow instruction and this happens mostly in rural school like Arusha district where the school administration believe that parents are too illiterate and dormant in participating in their children's education.

2.5.11 Poor Engagement of Parents at Home

Matanda (2007) maintains that engagement of parents at home to ensure better learning for their children is viewed in different ways, as parents are generally shown to provide the typical care of children that adequately contributes to their ability to learn, such as providing food, health care and candles/lanterns. Duflo (2011) holds that many parents are responsible to provide their children with the basic services but that they are not engaging to help their children in their studies. Most parents feel that they should allow children time and space to do homework as the former do not know what their children are learning. This means that parents play their role in providing all the basic needs to their children but they do not fully participate to their children's education.

2.6 Mechanisms to Improve Parental Participation

2.6.1 Educating the Parents

Van Noort (2011) argues that increasing parental participation begins with having capacity to educate parents on the ins and outs of parental participation. The sad reality is that, many parents do not know how to be truly involved with their

education. Duflo (2011) holds that, there should be educational programmes for parents that give them skills and suggestions explaining how they can get involved. These programmes must also focus on the increased involvement. Getting the parents to attend training can be challenging but many parents will attend if there is an offer of food, incentives and other motivations (Van Noort, 2011). The researcher therefore holds that, educating parents is very essential to increase their participation in their learner education, because educators alone will not be able to change the poor academic issues, they will make changes together with parents and this is much applicable in rural areas like Arusha district where many parents are illiterate.

2.6.2 Formulating the Education Policy at School Level

Education policy at school level which will involve the participation of students and the educators for the purposes of academic excellence as the most decisions are made by all the stakeholders as the main framework guiding the education activities nationwide (Harrison, 2000). Therefore, national and school policies papers of parental participation should be distributed to parents to understand their roles and responsibilities in education activities. The researcher holds that school policies of parental participation which reflect the national education policies can help educators together with parents to set school calendar and all the academic activities through the year. The policy too should show the responsibilities of each education stakeholder.

2.6.3 Creating a Profile

Lareau (1987) holds that, creating a profile creating through research and by collecting information, of the families that make up the school community, compels

that the information of all the parents whose children are students should be collected in profile and known by the school community. This will help to deal with the academic related matters in a convenient and positive way as the parents, students, and educators and the whole community around the school will now be able to fully participate in education of their learners to their level best (Harrison, 2000). Pugh (1989) holds that creating profile of information of all parents and their students will create the close follow-ups and the foundation of better performance for the students. It is our opinion that it is an ideal for school to know which parents are economically poor, which students are orphans and all this information should be known and kept in the profile for close reference. This will help to set strategies to help them.

2.6.4 Parent-Teacher Association

Reglin (1993) holds that structures between the school and parents include parent associations and parent-teacher associations have great impact on the home-school relation for education activities. These may be formed around individual classes, grades, and/or the entire management committee or a school board. Harrison (2000) goes further by saying, parents' groups may also form into alumni organisations or private foundations in support of the school.

These organisations may do little more than provide a chance for a few parents to listen to news about school activities and appeals for additional resources or serve as rubber-stamp to plans and budgets developed by school personnel. Parents may be considerably more active helping to establish some kind of forum for dialogue between the school and parents and the means to build and strengthen parental involvement in school life (Harrison, 2000). Therefore, it is truly suggested that

parents and teachers should have their structure or school governing body where they can meet and make sensitive decisions about the academic matters. In Tanzania for example, it is a must for every school to have a school board.

2.6.5 Communication

Communication facilitates regular, two way, and meaningful communication between home and school. According to Wolfendale (1992) it is important to bridge the information gap by providing professional development on effective communication skills including skills for effective verbal engagement, active listening, and empathetic responding, to encourage and promote a sense of care and concern for physical and emotional safety, and the health and wellbeing of students, staff and parents.

Harrison (2000) adds that to achieve parental participation there must be established system of communications that will ensure that all information about policies, procedures and expectations are available to all parents. Harrison (2000) continues by saying that, to conduct surveys for students, parents and communities to provide responses to school programmes, policies, practices, and share information and concerns about students on an annual or bi-annual basis. Therefore, there is need to provide additional opportunities for parents to provide responses to class teachers about the academic progress and behaviour of their children at home. Hence communication between parents and school should not be taken for granted as it is the main channel to spread schools and parents' information. Effective communication between teacher and parents will bring changes to education in Arusha district.

2.6.6 Volunteer Programmes

Many parents simply believe that they have no responsibility in their child education. Instead, they believe that it is the sole responsibility of the school and the teachers (Van Noort, 2011). Rajani (2011) also insists on volunteer programmes such giving contribution and labour for building classrooms, teacher houses, laboratories. Parents to spend a little time in the school settings with a teacher and students is a fantastic way to change their mindset on this, also to let them participate in games and sports with their children. It can be an effective tool to increase parental participation in many cases. Therefore, for the case of Tanzania, volunteering by parents is associated with construction of classrooms either by donating building materials, funds or manpower, laboratories and giving incentives to teachers so as to promote better academic performance.

2.6.7 Learning at Home

Home activities can have some effect in increasing parental participation. The idea is to send home activities throughout the year that require the parents and the children to sit down and work together (Van Noort, 2011). The activities should be short, engaging and dynamic. Science activities are traditionally the best and easiest activities to send home. Unfortunately one cannot expect all parents to complete all the activities but a teacher should know that the majority will. Therefore, not all parents are literate and able to understand what their children are learning.

Rajani (2011) revealed that many parents are illiterate and most of them do not know even the language as a medium of instruction in schools. Therefore, there should be a way to help make parents aware so as to know what their children are learning and in

what ways they can participate in learning of their children at home regardless of the poor learning condition like absence of electricity.

2.6.8 School Committees Support for Education

Mulengeki (2011) holds that school committees and boards are useful forms of parental involvement in schools provided they are carefully selected and strengthened. Mulengeki (2011) quoted from Bond (2006) further holds that effective school boards will offer attributes such as district vision, structure, accountability, and advocacy which promote continuous improvement of system and increased student achievement. Pradhan (2011) further holds that the school committee improves interaction and outreach specifically meetings such as with members, principals, parents, district or sub district education offices, village councils, and teachers. Kratli (2001) goes further by holding that school committee plays a link between the parents and school management and the community in general for the education activities. Therefore, the school committees and boards in Tanzania secondary schools have been meeting twice a year, means in first and second term, in order to increase parental participation, there should be an increase of number of meetings. In addition, the members of school boards and committees should be experts in education activities so as to build a great bond between parents and school.

2.6.9 School-Based Management and Accountability

It is commonly noted that many of the education policies direct how responsible officers should use resources in the school to bring efficiency of school performance. This strategy makes the community and all teachers to believe that the resources are

used as required. In understanding the importance of the strategy as mechanism for increasing participation in schools, Pradhan (2011) claims that school based management promotes accountability of heads of school to parents and to the school. Principals report to provide more information to parents about school funding and budgeting and other important school activities.

Furthermore, Duflo (2011) holds that the financial decisions must be seriously made and ensure that they are well implemented for school management through openness methods. Therefore the researcher holds that it is important to have school based management which will hold teachers, parents, and community accountable to all education activities in Arusha district for better academic performance and student achievement.

2.6.10 Grants and Facilitation

Pradhan (2011) holds that grants and facilitation are important in ensuring parents' participation. The school committees must receive grant with the expectation that the money will complement the training of members of committees, boards, and making linkage of school and parents, because all the meetings need funds and resources to be facilitated. Kratli (2001) holds that there should be an environment to allow school committees to greater contribute to school activities, since traditionally school committees do not have access to resources.

Duflo (2011) further holds that the grant will allow to reach out more easily to parents, community members, and school management because they have money to hold meetings. Grant expenditure planning is to be done with the village council as

part of linkage treatment. Therefore, the researcher holds that the school boards and committees of Tanzania need finance to run meetings and administrative activities. Parents should shoulder the burden by raising the funds for conducting all the meetings so as to ensure effective parental participation in education activities.

2.7 Research Gaps

Following the literature review, the following three research gaps were identified. Firstly, it is apparent from the literature review that have discussed the objectives of education policies in Tanzania have not directly touched the roles of parents' participation in education of their children but that much emphasis was put on the responsibilities and participation of top official leaders in the ministry of education, regional, district education officers, and teachers. Refer to the study of MoEVT (2001), MoEVT (2004), MoEVT (2004), and MoEVT (2013).

In the literature review, there is very little focus on the socioeconomic and cultural factors such as values and customs of a society which hinder the parents' participation in education activities of their children in Tanzania. Only Rajani (2011) had a component issue of education level of parents and its impact on curriculum implementation of education of their children in Tanzania.

The current study aimed at addressing the issue of socio-economic and cultural factors which hinder the parents' participation in education of their children across the wide variation of student groups, teachers and parents because the literature reviewed has not been able to fully address how those factors hinder parents' participation in their children's education.

In the literature review especially from the related studies by Kgaffe (2001) and Van Noort (2011), there is also little evidence that show that there are mechanisms to improve the parents' participation in education of their children in Tanzania. Only Rajani (2011) questioned on the language of instruction in education of Tanzania and alerted the government to take an action as whether Kiswahili or English would exactly fit to be a medium of instruction. The current study then addresses this gap.

The literature review highlights the Epstein's model on understanding parental involvement in many issues including decision-making, parent involvement, parenting, communication. However this kind of model cannot fully explain our local environment because it has been developed in Europe where there is democratisation of education. Some sort of simple model is required therefore to understand parental participation in our own context.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology and the procedures used in order to collect data for the study. The chapter's coverage includes: the area of the study, the research design (approach), population, the sample and sampling procedures. It also covers data collection instruments, presents reliability and validity issues, ethical issues as well as data analysis procedures.

3.2 Area of the Study

3.2.1 Choice of Arusha District

The study was conducted in Arusha district. The area was purposively selected since the researcher had been teaching in Arusha district for three years in the pastoralist societies, he had observed the problem very well. Such advantage enabled the researcher to acquire a general picture on the parents' participation in education matters from Arusha in particular. Choosing district other than Arusha District could make the researcher use much time to familiarize with parents a situation that could have extended research processes and made the data collection plan difficult to execute.

3.2.2 Choice of Wards

Arusha district comprises of twenty one wards. Only three of them were purposively selected for the study because these are located in rural environment inhabited by the pastoralist societies. These are Oltrumet, Kimnyak and Olkokola. Additionally, the limited resources of finance and time were also considered.

3.3 Research Approach

The research approach that was employed for this study was qualitative. According to Taylor & Bogdan (1984), the term qualitative research refers in the broadest sense to research that produces descriptive data, peoples' own written or spoken words and observable behaviour. This means that researchers who study people qualitatively get to know them personally and experience what people feel in their daily struggles in society.

According to Cresswell (2002), qualitative research is an inquiry in which the inquirer analyzes and codes the data for description and themes, interprets the meaning of the information drawing on personal reflections and past research; and writes the final report that includes personal biases and a flexible structure.

Strauss & Corbin (1990), describes qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification. Thus qualitative research refers to research about person's life stories, behaviour, organizational functioning, social movements, or interactional relationship. In this way, qualitative research methods can play an important in education by assisting us in raising new questions, by leading us to assumptions, by cultivating an appreciation for complexity and finally by expanding our frames of reference (Sherman & Webb, 1988). Osman (2013) reveals that qualitative data analysis focusing on understanding rather than predicting or controlling.

Qualitative methods of research seek understanding of social reality through strategies such as informant observation and interviews which yield descriptive data

(Patton, 2002). It is clear that data collection obtains significance only when placed in a particular context or meaning system (Hughes & Smith 1987). The qualitative research paradigm in its broadest sense refers to research that elicits informant's accounts of meaning, experience or perception, produces descriptive data in the informant's own written or spoken words, involves identifying the informants' beliefs and values that underlie the phenomena (Devos, 1998). In the case of this study, qualitative design was appropriate because of the following reasons:

Its flexibility in research. Basing on the assumption that human behavior cannot be predicted, the researcher found that there was a need to adopt this approach because at some instances the researcher could use flexible and probe questions. Flexible and open ended questions enable the researcher to gain understanding of factors hindering parents' participation in education activities. The researcher found it rational to employ in-depth interviews in order to get views, insights and opinions on the factors which hinder the parents' participation in education activities from participants themselves such as how they receive and understand social or human problems.

Further, the researcher chose this approach because of its methods for data collection (in-depth interview and documentary analysis). These methods allow thick data collections which provide room for thick description and narration on factors hindering the parents' participation in education activities. Audiences comprehend easily research results presented by these methods (in-depth interviews and documentary analysis) as compared to other methods such as statistical measures which employ numerical descriptions of events.

3.3.1 Limitation of the Qualitative Research Design

The first limitation of the qualitative approach is that the findings of the qualitative research are non-representative and non-generalizable (Bogdan & Biklen, 1993).

Secondly, during the interviews the respondents may intentionally decide not to reveal some important issues especially when the issues are sensitive to their lives. In our case parents' participation in education activities is sensitive because it is connected to personal issues such as status of the household economy, negative experience of education. This may have affected the flow of information from the respondents to the researcher. However, the researcher took some further steps to triangulate the method in order to increase validity of the research findings. In this aspect, focuses group discussion complemented the in-depth interview and documentary analysis in the process of data collection.

Lastly, Qualitative research is based on subjectivity of data collected using qualitative research. It is claimed that data collection, their interpretation and analysis depend on the researcher's insight. Therefore, the nature of the researcher's perspective influences the value of inquiry, findings and interpretations (Rwejuna, 2008). In consideration of these perspectives, it is of interest to consider Bogdan & Biklen (1992) argument that, there is no form of research which is free from human bias, all research, whether qualitative or quantitative has some forms of subjectivity.

3.4 Population and Sample

Target population refers to the grouping from which the researcher intends to gather information related to the stated problem. According to Rwejuna (2008), quoting from Van (1990), population means all members, individuals, groups, or elements

involved in a study. However, a sample is a small group of respondents drawn from the population that the researcher is interested in gaining target information. The target population of this study included:

- (i) Students of secondary schools available in the schools of the target wards in Arusha district.
- (ii) Teachers of secondary schools available in the secondary schools of the target wards in Arusha district.
- (iii) Parents of students of secondary schools available in the target wards in Arusha district.

Students of secondary schools were included in the population because they were expected to provide experiences on the factors which hinder their parents' participation in their education. These know their parents very well and even the environment and backgrounds of their parents at home. The second population sample of teachers was included in the study because they were hoped to provide rich experiences of their interaction with parents in education activities of their children. Their study tips provided valuable contribution in understanding the research problem.

The parents in the target wards were included because due to the fact that, parents serve their children (students) on daily basis in various needs such as parenting, giving them shelter, paying fees and other contributions for their children (students), and shaping their children's future. It is on this assumption that the researcher decided to include the parents into target population.

3.5 The Sampling Procedures

A sample is the representative portion of the population from which data will be collected. The sample may be people, a group, an object or text. The sample is selected using specific methods (Osman, 2013). The process of selecting the sample so as to represent the population is referred to as sampling technique. According to Rwejuna (2008) quoting from Jacob & Razavieh (1996) argue that, sampling is important in qualitative research what is important is to select just the sample which will provide maximum insights and understanding of the problem under the study.

The procedures for the sample selection started when the researcher visited the target secondary schools in Arusha district. This was after an appointment through face-to-face contact with the heads of schools, teachers and parents at home. It was in April 2014 at the said public secondary schools that the researcher presented the intention to investigate factors hindering parents' participation in education activities in Arusha district. The work of collecting data from students, teachers, and parents started and after four days the information from all the target samples were collected.

3.6 Developing Categories of Participants

The researcher started sorting the students who were form three and form four in ward schools namely: Mukulat, Osiligi, Kimnyaki and Oltrumet. The number of students was ten from each school. This category was considered in order to gain an insight from both sexes about the factors which hinder the parents' participation. The second category of respondents included, the teachers of secondary schools in the target wards. These teachers were selected from those secondary schools. The researcher selected ten teachers from each school, however in some schools the

number was not exact as other teachers were not ready to be included in the study and some were absent, therefore the number was below ten. The third category of respondents included the parents whose children were schooling in those schools.

From the above categories, it can be noted that, the researcher had specific purpose to include participants into the study sample by hoping that the selected participants would offer maximum information needed to reveal factors hindering parents' participation in education activities in Arusha district. The researcher therefore adopted a purposeful sampling technique. According to Taylor (1984) quoted from Koul (1992), a purposeful a sample is also known as judgment sample. This type of sample is chosen because there are good reasons to believe that what is selected as sample is a representative of the total population. Another consideration under this sampling technique is that the researcher selected participants hoping that they would provide maximum information for the study.

Table 3.1: Sample Data

S/N	Sample of public secondary school	Participants	Expected number of participants	Actual number of Participants	
				Male	Female
1.	Osiligi Secondary School	Teachers	10	4	3
		Students	10	5	5
		Parents	10	5	3
2.	Oltrumet Secondary School	Teachers	10	5	3
		Students	10	5	3
		Parents	10	4	3
3.	Mukulat Secondary School	Teachers	10	4	4
		Students	10	5	5
		Parents	10	4	4
4	Kimnyak Secondary School	Teachers	10	3	3
		Students	10	5	5
		Parents	10	4	3
Total			Total expected sample 120	Total actual Sample 97	

Source Field Data (2013)

Therefore, the actual sample of this study was a total of ninety seven respondents as shown in Table 3.1.

It can be inferred from Table 3.1 that the expected sample was one hundred and twenty individuals but the actual sample of respondents who were involved in the study were ninety seven only. This discrepancy was due to the researcher failing to find some teachers who were expected to be involved in the study. Some of the teachers were out of stations on assignments and some did not attend the office and some schools had no enough number of teachers. Some teachers were avoiding interviews and focus group discussions for reasons they knew themselves.

Students were part of the study, they were given permission by the academic officers to participate in the study. Some of the students especially girls were not participative as they were shy to express themselves especially girls. Other students were not ready to be recorded as they wanted anonymity and confidentiality for their safety in the school environments. Parents were followed by the researcher to their home places, the researcher used village chairpersons in three villages except in the village where the researcher lives because the villagers knew the researcher as their secondary school teacher.

3.7 Data Collection Instruments

3.7.1 Interview and Focus Group Discussion

The choice of research methods depends on the purpose of the research and the research questions under investigation (Rwejuna, 2006) quoting from Seidman (1991). Gray (2009) holds that the purpose of interview is to gather values,

knowledge, preferences, and attitude of interviewees. Interview was also used to identify variables and their relationship.

The research questions in this study intended to have in-depth investigation about socio-economic factors which hinder parents' participation in education activities, this required opinions, ideas, experiences and feelings of parents, students and teachers. It was therefore rational to employ in-depth and focus group discussion methods which allowed thick data collection for deep understanding of the problem of the parents' participation in education activities.

3.7.2 Interview

Gray (2009) holds that an interview is a conversation between people in which one person has the role of researcher. The interview has written questions in structured and methodical fashions. According to Patton (2002) an interview consists of: open-ended questions and probes yield in-depth responses about peoples' experiences, perceptions, opinions, feelings and knowledge. Data consists of verbatim quotations and sufficient content to be interpretable. Two main interview styles are structured and unstructured.

Structured interviews rely on the researcher having a structured schedule or crib sheet to follow, with closed questions. It does not allow for much improvisation and the researcher is always testing a theory. Unstructured interviews may begin with defined questions but then can change and evolve to respond to the interviewee's experience. Thus, there is more opportunity for the interviewer to probe around the interviewee's responses of which is believed to yield thick data.

3.7.3 Issues Covered in Interviews

The interview questions were given to students and teachers. Several issues were targeted in these groups; the socio-economic status of families, skills of teachers on parental participation, language factor and mechanisms to improve parental participation. Moreover, open ended questions were used to probe the teachers on factors hindering parental participation.

3.7.4 Administration of Interviews

Interview questions were administered to form three and four students, teachers and parents. Before the interview started, the researcher ensured the conducive interviewing atmosphere by approaching the potential respondents and requesting them to participate in the interview. Those who agreed to participate, were ensured confidentiality of the conversation to be made during the interview. This was a point at which the researcher confirmed the ethics of the conduct of the research. Few minutes before each interview started: the researcher discussed with the respondents the importance of the research.

The researcher also ensured friendly interview environments so as to make the interviewees free to respond to questions during the interview process. The actual interviews were conducted individually to each respondent, that is, the researcher posed questions to the interviewee and the interviewee responded orally. The time of thinking when the interviewee was trying to provide the best answers was considered important. The researcher patiently listened and followed up the interview's voice and speed. The interview sessions generally lasted about twenty to thirty minutes for

each session. This reduced loss of concentration that would otherwise have occurred if the time for interview was longer.

3.7.5 Recording Interviews

In recording interviews, Krueger (2009) holds that if the researcher is carrying out a more detailed study such as unstructured interview, he may use note taking, memory, audiotape recording and video recording. The researcher asked permission before recording the interviews, if the interviewees did not agree the researcher resorted to note taking. However, due to financial difficulties the researcher faced, note taking, memory, and smart phone were adopted in some schools throughout the process of data collection.

3.7.6 Focus Group Discussion (FGD)

This was another method used to obtain data. This method was much perfect when the researcher used it with form three and four students who agreed to have more time in the focus group discussion than any other respondents of the study such as teachers. Focus group discussion took generally forty five minutes and the discussion was recorded by note taking and recording by smart phone. In some of the discussions the environment was not conducive for recording.

Krueger (2009) holds that Focus group discussion is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by moderator (or group facilitator) who introduces a topic for discussion and helps to participate in a lively and natural discussion amongst themselves. Focus group from Patton's (2002) perspective is an

interview with a small group of people on a specific topic. A group is typically composed of 6 to 8 people who participate in the interview for one-half to two hours. The strength of focus group discussion relies on allowing participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue.

3.7.7 Issues Covered in the Focus Group Discussion

The teachers were invited for a focus group discussion at each target schools. An approximate number of teachers who participated in focus group discussion was seven (7) from each target school. The researcher showed the clearance letter to participants so as to allow him to do research. The researcher also asked permission to record the discussion and promise to maintain confidentiality of the volunteered information and observing anonymity but some teachers disagreed to be recorded in some schools. The major issues covered in this instrument were: factors hindering the parents' participation in education matters in Arusha district, how national education policies affect parents' participation in Arusha district, and mechanisms to improve parents' participation in education activities.

3.7.8 Documentary Review

Minutes of teacher-parent meetings, financial documents showing the parents contributions in school building, and school board documents were obtained from those schools. The review of the documents guided the researcher in the interview by probing. These documents were obtained from the heads of schools and academic teachers. The mechanisms to improve the parents' participation were obtained through documentary review. The review of the data also guided the researcher

towards locating the students, teachers and parents for interview. These samples were useful as well in providing information about factors hindering parents' participation in education activities.

3.7.9 Issues Covered in Documentary Review

The researcher reviewed documents like minutes of teacher-parent meetings, report on volunteering, contributions, school board report on parents' participation, and circulars on parental participation in education activities. The review of the documents made the researcher understand clearly the problem and analyse the data clearly.

3.8 Ethical Issues

Gray (2009) holds that research ethics refers to the moral principles guiding research, conducting research in a responsible and morally defensible way. When we develop our data collection techniques, therefore we need to consider whether research procedures are likely to cause any physical or emotional harm. These involve gaining consent and anonymity. A brief elaboration is provided below.

3.8.1 Gaining Consent

Gray (2009) argues that obtaining informed consent before the interview is necessary for a fair research. In respect of this principle, respondents were informed about the request for them to participate voluntarily in the research. Those who agreed were incorporated in the study. No decision was exercised by the researcher to force respondents to be involved in this research.

The researcher therefore, developed an informed consent to ask respondents to participate in the research project while promising them to keep all information from respondents highly confidential. It was based on the informed consent that the students, parents, and teachers participated in research activities when they were ready.

3.8.2 Anonymity

In the study, some of the informants who volunteered information for the study purpose did not want their critical ideas to be known to the school administration and the communities for the reasons of avoiding negative repercussions. Therefore, the principle of anonymity was applied where the informants' names were changed or given codes.

3.9 Reliability and Validity of Data

3.9.1 Reliability of Data

Merriam (1998) holds that in addressing the issues of reliability, the researcher employs technique to show that, if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. Qualitative research reliability is concerned with how far the results found in the study would be consistent. This is different from the way the reliability is conceived in positivism, where the reliability strives to see how findings obtained in the first round of the study can be similar to those of the following two or three rounds.

In non-positivism-qualitative approach, the reliability is conceived as how far the findings are consistent with the data. Merriam (1998) recommends on the ways to

increase consistency in qualitative research. The recommended ways are: triangulation, peer examination, and audit trail.

In this study the researcher used these strategies. For example, under the triangulation the researcher used different methods especially interview, documentary review and focus group discussion. The similarity of information across the methods assisted the researcher to confirm the consistency of information in the investigation.

Another form of triangulation involved the use of a wide range of informants. This was one way of triangulation via data sources. Here, individual viewpoints and experiences were verified against others and ultimately a rich picture of attitudes, needs, or behaviour of those under scrutiny was constructed based on the contributions of a range of people.

The researcher asked the peers to review the research document at various stages of the investigation. This helped the researcher to receive the necessary inputs for improving the study. The last way to improve the reliability of the research as recommended by Merriam (1995) quoted by Rwejuna (2013) was the use of audit trial. This involved checking of the correctness of the procedures used to develop categories and collect data for the investigation and the inputs that were expected from those groups. The study were given to fellow master's students in education who read and advised on some improvements that made the findings of this study more useful and plausible.

3.9.2 Internal Validity of the Data

Gray (2009) holds that internal validity refers to correlation questions (cause and effect) and to the extent to which causal conclusions can be drawn. Merriam (1998) further holds that internal validity seeks to ensure that their study measure or tests what is actually intended. According to Merriam (ibid), the qualitative investigator's equivalent concept internal validity deals with the question; How congruent are the findings with reality? Ensuring credibility is one of most important factors in establishing trustworthiness. Internal validity involves asking the question: To what extent the information one claims to be true is true?

In qualitative research the truth is difficult to achieve as the knowledge is with the people and it is changing and not static. Rwejuna (2013) quoting from Merriam (1995) puts it that, reality is multi-dimensional and over-changing and that as such there is no such thing as single immutable reality waiting to be observed and measured. Thus, the interpretation is in the sense of the individuals.

However, Rwejuna (2013) quoting from Guba and Lincoln (1981); Merriam (1988) and Patton (1991) suggest various strategies to improve the internal validity of the study. These include: triangulation (by use of multiple investigators; multiple sources of data; or multiple methods to confirm the emerging findings). Gray (2009) holds that triangulation is combination of multiple methods, data types and multiple samples in the same investigation.

For example, if varied sources of information brought common pattern of information then the researcher was confident that there is a certain level of truth in

those sources. Another strategy to achieve internal validity was to use member checks. This was achieved by the researcher after making his own interpretation, asking the people from whom the information was derived to do interpretation to see if they are plausible, sound, and true.

The last strategy used by the researcher to improve internal validity was peer colleague examination to see the plausibility of the emerging findings. The researcher from time to time asked fellow master's students to assist in ascertaining the interpretations and comments as a way of improving the study findings.

3.9.3 External Validity (Transferability) of Data

According to Gray (2009) external validity is the extent to which it is possible to generalise from data to a larger population or setting. Merriam (1998) further holds that external validity is concerned with the external to which the findings of one study can be applied to other situation. Rwejuna (2013) quoting from Patton (2004) purports that the concept connotes how the findings obtained in the study might be applicable beyond the study area itself. This principle is mainly used in the quantitative approach where the purpose of the study is to generalize the findings. In qualitative research however, the purpose is to study a small sample and the purpose of investigation is to develop understanding, insight, and illumination on the social issues.

According to this principle, external validity for a qualitative research becomes how far the knowledge gained in the studied case can be used to develop insight, illumination and understanding on the related issue beyond the study itself; hence

knowledge validity, Rwejuna (2013) quoting from Merriam (2002). To improve external validity the researcher used the varied sample (sampling within) approach. For example, the sample of this study reflected a varied number of participants like students, teachers and parents.

3.10 Data Analysis

Rwejuna (2006), quoting from Glasne & Peskiri (1992), explains that data analysis involves organising what we have observed, heard and read, to make sense of the acquired knowledge. He maintains that as one does so he categorizes, synthesizes, search for patterns and interprets the data collected. Rwejuna (2006) quoting from Athnas (2004), defines data analysis as a systematic process involving working with data, organising and breaking them into manageable units. It is also concerned with synthesizing data, searching patterns, discovering what is important, what is to be learnt and deciding what to tell others. In this study data analysis will be done throughout the data collection phase.

Data analysis in this study, according to Rwejuna (2006) quoting from Kvale's plan approach needs to follow five steps, which are: categorization of meaning, condensation of meaning, structuring of meaning through narratives, interpretation of meaning and *ad hoc* methods for generating meanings.

Data analysis (Osman, 2013) maintains that is the process of inspecting, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions and supporting decision-making. The data collected through interviews, focus group discussion and documents were first read to get the whole

picture. Then, they were filtered to get patterns of significant themes (thematic approach). After the identification of themes, the data were grouped in categories targeting the research questions and objectives. Analysis continued by presenting respondents' descriptions and quotations under themes and with the support from the documents review the findings were presented by narration. For instance, all data related to cultural values and norms, economic status of the family, educational background of the family were placed under the category of socio-economic factors which hinder the roles parents' participation in their children's education. Third step was to read the common patterns in each category, and decided which to take and which to leave. Fourth step was to write narrates in each using quotes from interviewees. The fifth step was to interpret narrates from respondents to gain meaning out of it. All categories of data were led by the research questions.

3.11 Summary

In this chapter, the area of the study has been identified. The reasons for adopting qualitative research design have been discussed. Two operational terms: population and sample have been explained. The chapter has outlined the procedures adopted for sample selection and research instruments used for the study. The instruments used were interview, focus group discussion, and documentary review. In addition, the chapter discussed the ethical issues, reliability and validity of data, and data analysis. The next chapter gives a presentation of the data collected.

CHAPTER FOUR

4.0 DATA PRESENTATION

4.1 Introduction

This chapter presents the major findings of the study. The information reflects major three questions: (i) How do the education policies such as PEDP, SEDP, and BRN motivate parents' participation in education of their children? (ii) What are the socioeconomic and cultural factors which hinder parents' participation in education activities of their learners? (iii) What are the measures to be taken to improve parents' participation in education of their children?

The first research question covers the following sub-themes; Primary Education Development Programme (PEDP), Secondary Education Development Programme (SEDP), and the Big Results Now (BRN) and their influence in the parental participation education activities. The second research question covers the following sub-themes: cultural values and norms, negative educational background, economic status of the family, lack of skills among principals and teachers, language factors, limited time, curriculum irrelevance, child labour, and non-participative school administration.

The last research question covers sub-themes of educating the parents, parent-teacher associations, communication, volunteer programmes, learning at home, school board support, formulating policies which will involve parents, ensuring reliable water supply, enforcing by-laws and eradicating negative cultural values.

4.2 Education Policies and Parents' Participation in Education

The purpose of collecting data relating to education policies is to evaluate how their objectives show the parents' participation to their children's education.

4.2.1 Primary Education Development Programme (PEDP)

During the interviews respondents had various explanations pertaining to how the PEDP motivated the parents' participation in education. For example one teacher said:

I used to hear about PEDP when I was still a primary school teacher being transferred to secondary school but I don't have enough knowledge about it, if the policy had been motivating parents' participation I would have been aware of it. What I remember is that, we were forced by our district officials to make sure that our pupils had to join secondary schools with high pass rates.

Another teacher said the policy was weak on the issue of motivating the parents' participation in education of their children:

That policy (PEDP) was formulated by top government officials for their interests including embezzling the project fund but not for the interests of the Tanzanian majority including parents.

Moreover, a Parent said with a great astonishment and showing how unaware he was:

Listen young man, I have never heard of anything called PEDP, my job to find money and pay school fees of my six children,

A form four girl student said:

I only saw a document at the book shop written PEDP but I was not interested because our syllabus has not included the study of PEDP to ordinary level education

4.2.2 Secondary Education Development Programme (SEDP)

In the interviews and focus group discussion held, the majority revealed that they had no enough knowledge about SEDP and a few said that the policy does not show where parents should be included in their children's education. For example, Miseyeki, a teacher with bachelor degree had this to say:

I understand what SEDP is, but I have never thought that one day someone would ask me how SEDP motivates parents' participation in education activities because I found none of the objectives showing parents' participation in their children's education.

According to graduate parent concerning the SEDP objectives:

I only remember that SEDP emphasized on the construction of ward secondary schools in Tanzania but at the end many schools lacked laboratories, teacher houses, and libraries. Therefore the objectives did not touch directly the role of parents in their children's education.

A form three student said the following as to why he was ignorant about SEDP:

What I know is that, we were supposed to be taught by teachers the meaning of SEDP, if teachers do not know about SEDP then how can we know about it? After all the thing is more urban based but we in the village are not aware of it.

A form four student added by saying:

We students and teachers are much more interested in passing the examinations. Therefore our focus is on the syllabus and all the topics that are possible to appear in the examinations, if you see many of us do not know about the objectives of SEDP keep in your mind that the policy does not appear in the examinations so why should we bother to read it?

4.2.3 Big Results Now (BRN)

The interviewees had this to say about the Big Results Now (BRN) and how it influences the parents' participation in education activities. A female teacher said:

Big results now is a new policy established last year (2013), and I am of one of the teachers who have been attending seminars of how to implement big results now. In all the seminars I have ever attended I have not seen any parent getting involved in the policy except teachers only and we have been told to solve the past papers of past three years where the next national examination is expected to be derived from.

Buberwa, another senior teacher and a master's degree graduate had the following to say:

This policy has not included at all the parents' participation in education. If one reads carefully the objectives of the policy she/he will see that it has declared to increase students pass rates in 2013 by 60%, 2014 by 70% and 2015 by 80% but the policy has completely ignored the role of parents in their children's education, it seems The ministry of education is ready to increase pass rates by their means they know. The policy is more political and it has repercussion on the quality of education as students are passing but they will be nothing in the international labour market.

A parent had this to say regarding to BRN:

I have been hearing from the media that there is a policy called BRN and the main purpose or the policy is to make our children pass their examinations. So I am very happy for that because my child will pass, but if you ask me how the policy has included me in education of my child for sure I do not know anything, and I think there is no need for that because it is the role of government and teachers to make our students pass, we parents, our role is to pay only school fees.

Finally according to Repilali, a form four student, about the BRN and its operation at school:

Yes, I know BRN because teachers are busy teaching us extra classes and sometimes they have been away from school for BRN seminars but to be honest my parent does not know anything about BRN so how can he participate in my education? After all he has not gone to school.

4.3 Factors Hindering Parents' Participation in Education

4.3.1 Cultural Values and Norms

In the Arusha district, the dominant community is Maasai, the pastoralist society. A female teacher had this to say about the cultural norms and values at their secondary school:

I have experienced a conflict with a parent after punishing his child, a boy. According to Maasai norms, after being circumcised it is an abomination to be punished by a woman. Therefore, we, teachers experience conflicts with parents when it comes to negative cultural values and norms.

A male young teacher, insisted on the negative cultural and norms by saying:

We teachers who are not Maasai are despised by Maasai students and their parents because we were circumcised at hospital and not traditionally. We find it difficult to punish Moran students who are sometimes even older than us. For example in 2011, we had a form four student who was 27 years old. Therefore, it is very difficult to take control of discipline to our students because of the out fashioned values and norms.

Another senior teacher explained how male circumcision has impact in education in Maasai society:

I have worked in this district for more than twenty years, when it gets to circumcision season many young men (students) are taken away for that ceremony. At this season it reduces student attendance to great extent and sometimes it leads to total drop out of students because when these young men become Moran they see no need to come back to school and decide to disappear from school in favour of cultural values.

About cultural norms, a parent said:

To be honest, my child is 16 years old, he is supposed to keep herds according to our values but he goes to school and there is no one at

home to keep the herds. Therefore there are days that I don't let him to go to school but to graze, this education has not benefited us at all because our animals are dying of hunger and the children are at school. It is none sense.

A form four student showed his sympathy by saying:

Last year when we were form three, our classmate was married off by her parents to an old man after being impregnated, and teachers did not take an action against it because they were afraid for their safety. The parents met in the village and reached a consensus by receiving a dowry and marrying off their daughter and that was the end of education to that girl.

4.3.2 Negative Perception on Education

The second master and the school documentary review (school admission forms and parent information) revealed that many parents had not gone to school and have negative perception on education. The second master had the following to say:

In our school here many parents have not gone to school, and many of them do not know how to read and write. Therefore, we find it difficult to communicate with parents about their children's academic reports. Under this circumstances we, teachers, play a great role in the children's education than parents.

The interview data from parents showed that many of them are uneducated and they do not know how they can participate to their children's education in Arusha district.

For instant Mrs. Kikoisi had the following to say:

I was married at the age of 12 therefore I never got a chance to go to school, and I do not know how to write and read. Today if you are telling me to make follow ups of my children's education, it is going to be chaotic because I do not know where to start, what I always do is to wake them up early in the morning so that they should not be late to school but I am not sure whether they write or not.

Another parent added:

I also do not know how to read and write but I always make follow ups of my child's education by going to school with my first born who is a form four leaver. When we get to school my son talks to the class teacher and the school administration about the progress of my child but when he is away from home, I do not bother to go to school because I know I am not confident enough to stand and discuss with teachers about academic matters.

Students understand that their parents are illiterate. For example, a form four student said:

When I am given my mid-term, terminal, and annual academic reports, I do not take them home because I know that none of my parent is able to read and worse enough they even do not ask about those reports, therefore it is up to me whether I do exams or not.

4.3.3 Economic Status of the Family

Interviews with respondents and document data showed that many parents in Arusha district are faced with poverty. Hence the limited resources hinder them to fully participate in their children's education. For example, a teacher who is also a school bursar said:

This position of school bursar makes me really confused because parents are not paying school fees and other contributions on time, it reaches a moment we cannot manage this school because we need money to buy stationeries, to pay part time teachers' wages, to pay teachers for extra duties, but the money is not there, and you find the government says that students must not be sent back home for not paying any contribution, the question is how can we run the school without parents' contributions?

Another teacher in another school insisted that:

Here at school, I supervise school feeding, every student is required to bring to school thirty kilograms of maize and fifteen kilograms of

beans for school meal which is Makande, but many parents do not bring beans and maize for their children because of poverty they face and many of them are doing a small scale agriculture which depends on rainfall, when it is dry season we almost miss beans and maize for school meal.

However, one from three student from well economically established family said:

My father pays school fees and other contributions on time, my father is not a peasant therefore for the case of maize and beans he buys them at market and bring them to school, but he has always been complaining about poor quality of education given in this school, and there is possibility for me to shift to private school in the next term because he can even pay my school fees in private school.

A parent who is also a grandfather said:

I could not afford to pay all the costs for my own child and my grandchild. Therefore I decided to stop paying for my grandchild who is orphan and continued with my own child until he finished schooling. Later I found that my grandchild had disappeared to town looking for work but I had no means to take him back to school.

4.3.4 Lack of Skills among Heads and Teachers

The interviews with respondents and documents reviewed at those schools revealed that many teachers and heads of schools did not have enough skills and knowledge about parents' participation in their children's education. Example, an academic teacher said:

I have never attended any training or seminar to learn about parents' participation in education of their children, therefore I only use experience on how to involve parents in the education activities, and most of the time we are not discussing with parents but we are giving them orders and information on what to do about their children and our school.

The second master remarked:

Listen young man! If I negotiate and discuss with parents about all activities of this school, we, teachers will lose our status and position and it is a waste of time to discuss with illiterate parents about the academic issues because I am sure they will have nothing important to share with teachers who are professional in education activities.

A parent whose child is in form three had the following to say:

When I go to school to make a follow up of my child's education, I am told to wait outside the office for the class teacher to come, I will stay for many hours and I see no teacher is concerned and eventually they tell me that the class teacher is on assignment outside the school. Therefore I have to go and come next time. This situation makes me really discouraged because you find teachers in the office making stories and when you want service from them they tell you to wait for another teacher who is absent. Therefore I believe that some teachers do not know what parents' participation means and for that case they need skills and knowledge.

A form three student recalled:

I remember when I misbehaved I was suspended by a discipline master to go home, I begged him to call my parents and discuss about the problem but he angrily said that I was as stupid as my parents and I had to go home for two weeks until my suspension was over. Therefore I think there are teachers who must understand the role of our parents in our education because there are things at home our teachers do not know. At the same time, there are things at school our parents do not know but when they meet and discuss it will help to shape our education life.

4.3.5 Language Factor

During the interviews with respondents, the problem of language was discovered.

For example, a teacher had the following to say:

At school here, we prepare all the academic reports in English and that is what is required according to circulars. Unfortunately many parents do not understand english, therefore they do not know what is all about when it comes to their children's progress at school.

A parent had the following to say in relation to language:

To be honest I do not know what my child is writing at school because of language Even if I make inspection in his exercise books whether he writes at school or not, if they were learning in Kiswahili at least it would motivate me to make follow ups. Therefore language is also one of the factors which make me discouraged to participate in my child's education.

A four student reported that:

My father is a Maasai he is not that much conversant in Kiswahili. He only speaks Maasai that he speaks fluently and in our school here the academic master is not Maasai hence when my father came to discuss with him about my school progress, there were some things my father was not understanding, since then he was not interested to come to school.

4.3.6 Limited Time

At interviews and in the documents reviewed (meeting documents, minutes), it was also discovered that many parents did not have time. For example Kayanda, a teacher said:

When we call parents for school meetings only a few of them turn up. Some are sending their relatives to represent them which affects at the end of meetings when we want to make decisions and plan how to realize the objectives made. Last year in second term we had a teacher-parent meeting but only a few parents turned up, this situation discourage us to make decision on how to collaborate and make our students pass.

A parent had this to say:

I am busy in farming and keeping herds, if I go to school to participate in the meetings who will look after my economic activities. If they want me to pay all school contributions then they (teachers) should let me find money and if they need me to participate in the school meetings they should not bother tell me to pay the school contributions so the decision is theirs.

A form four student had this to say about the limited time:

My parents have no time to come for school meetings, because they are required to go to shamba and find pastures for our animals, there are some of works that were to be done by me like grazing cattle but now is done by my parents, then how comes teachers want them to come to school while they are overloaded? It is truly unfair.

4.3.7 Curriculum Irrelevance

This was seen as a barrier to parents' participation because Maasai is pastoralist society. For example a teacher had the following to say:

Our school is surrounded by a pastoralist society, their main economic activity is to keep herds. Therefore, what their children learn at school does not reflect the actual environment, children are learning Civics, Mathematics, English which seem to be a waste of time because what the children learn, will not add anything to a pastoral life that is why parents take for granted the issues of education to their children.

A parent reported:

I only decided to send my child to secondary school only because he had passed his standard seven examination. If I had not sent him to school, the government would have taken me to court, but deep inside my heart I am not pleased with what my child is taught because it is totally irrelevant to our economic activities and other sensitive values and norms.

However, a form four student had the following to say:

I love to learn and my dream is one day to become a doctor. Life at home is very difficult but it is through this education that I will help me get rid of abject poverty. I do not care if it goes against our values and norms, what I believe is that this education will bring changes in our society.

4.3.8 Child Labour

At the interviews, the problem of child labour was discovered. For example Moshi, a teacher had the following to say:

In my school here, our students are involved in child labour especially the Maasai boys who are regarded as herds keepers. According to Maasai age set system. There are times especially during dry season the boys do not come to school but they go away to fetch pastures for their animals and this make them to lose attendance to school and sometimes it leads to school dropout.

One parent had the following to say about the child labour:

I am a widow and now I depend entirely on my son to go find labour work so as to get money for our daily meals. There are times that he must not go to school but to go work so that we can get our daily food. If my son goes to school daily then who will go work and find money to take care of this family and as you can see me now I am not strong enough to find a job.

This was further elaborated by a form three student by saying:

After school I go to carry cargo at the bus terminal so as I can get money for my mother, siblings, and I. This is because my father has four wives and he cannot take a good care for all of them. I do not care if it is a form of child labour since it is the poverty that I want to get rid of.

4.3.9 Non-Participative school Administration

The interviews also revealed that public secondary schools did not practice participative administration. For example Elikana, a teacher had the following to say:

It is true that it is not all the time that the school administration is involving parents into sensitive matters, especially when it comes to financial issues. The head of school becomes furious when parents want to know how the school administration uses money, and this happens when there is misuse of school resources somewhere.

One parent also had the following to say:

Last year we had a parent-teacher meeting and we, parents wanted to know the finance expenditures in our ward secondary school but the head of school told us that it was not our duty but auditors' from the

district council and he told us he was only to answer to district council or ward development committee (WDC) and not to the school-parent meetings.

Peter, a form four student had the following to say:

Our school is not democratic because most of the decisions are made by head of school and school management team. For example they decide what we eat here at school. The school uniform for form ones are so expensive it is 60000Tsh, our parents complained but the head of school answered by saying that those parents who cannot afford should take their children to other schools where the uniforms are affordable. Hence the school does not listen to parents' views and ideas. This is very bad for school effectiveness.

4.4 Mechanisms to Improve the Parents' Participation in Education

4.4.1 Educating the Parents

During the interviews, it was discovered that educating the parents is one of the best mechanisms to improve the parents' participation in education activities. For example, a teacher had the following to say:

I think parents need to be educated on how they can be involved in their children's education, because there are parents who completely know nothing about their responsibilities to their children's education,

Sakina, a parent said:

I do not know how to participate in my children's education beyond the duty of paying the school fees. The school board, head of school and teachers should prepare some seminars and meetings so as we can learn how to really be responsible to our children's education.

A student had the following to say:

My parents should not be blamed because they truly do not know how they can advise me on academic issues because they do not know how to read and write. What they know is to pay school fees and other

contributions and they think all other academic matters are delegated to teachers and school administration.

4.4.2 Parent-Teacher Association

During the interviews, the researcher discovered how parent-teacher association is important to improve parents' participation in education activities. For example John, a teacher had the following to say:

I suggest that there should be an establishment of parent-teacher association because it will increase participation of parents in education by having regular meetings to discuss about school progress, pass rates, discipline, Teacher retention, and academic success whereby parents will have a sense of ownership in this school.

A parent added the following explanations:

School meetings are not enough, we only meet twice a year. I suggest that we establish parent-teacher association in our ward which will stand for all schools in our ward, this will help to meet many times. Also a parent-teacher association is going to be a bridge between school, parents, and the local government, this is because the government will easily be able to support schools which are under parent-teacher association especially in our village where is at the periphery of Arusha.

A form four student went further by saying:

I suggest establishment of parent-teacher association because it will not only discuss the matters of teachers and our parents but also it will discuss students' issues so as to improve academic achievement which is the centre of our school activities.

4.4.3 Communication

Communication was of the measures suggested to improve parental participation in education. For example, a teacher had the following to say:

Communication is the best way to transfer information and messages from teachers to parents and parents to teachers. I suggest that we should not wait until school meetings, but we can send information through students, sending letters to parents, visiting parents and students at home when necessary so as to understand how to help them.

Malela, a parent had the following to say:

In our school here we lack reliable information, we always end up hearing rumours and illusions from the village about school and education activities. I suggest the school should formally establish best channels to convey messages to parents. For example, they can use school billboard, letters, meetings, using academic reports, and sending students to take information home.

However, a student criticized by saying:

The information given to our parents should depend on the kind of parent. For example my parents do not know how to read and write, if the school sends a letter to my parents it will not be successful. Therefore communication alone is not enough but the channels used in communication and the nature of parent matter a lot.

4.4.4 Volunteer Programmes

It was discovered during the interviews that volunteer programmes are not clearly done in those ward secondary schools. One of the ways suggested to improve parents' participation was to use volunteer programmes at schools for school effectiveness. For example, Banja a teacher had the following to say:

If we want our schools to develop and provide quality education, we should intentionally establish volunteer programmes which will require parents and community in general to be responsible by contributing for school laboratories, teacher houses, libraries and classrooms. This will help to change the school environment to the best situation possible.

However, a parent had the following to say:

Volunteer programmes are so good but I think parents should not be forced to contribute for school building. It should be truly volunteering and not enforcement. Over four years past, the village chairperson and his colleagues were forcing us to contribute for establishment of ward secondary school. The activity led to conflict and misunderstanding. Therefore, local government should not only rely on contributions but also on labour work because there are poor families which cannot contribute money but labour only.

Mafutaha, a student added:

The volunteer programmes are good but my parents were forced to contribute for the construction of the school laboratory. I suggest that the local government should find the other way to encourage parents and community to volunteer for school activities.

4.4.5 Learning at Home

During the interviews, the researcher discovered that learning at home is also a way to improve parental participation in education. For example Gilan, a teacher had the following to say:

My duty is to teach a student at school but when it comes to learning at home then parents should play his/her role by taking control of his/her children's learning by making sure that children are doing homework, doing private study and writing notes.

A parent reiterated that:

I have not gone to school but I always make sure that my child gets time at home to study, does homework that is why sometimes I exempt her from doing domestic chores such as cooking, fetching water and washing the dishes.

A student had the following to say:

When I am at home, my parents give me enough time to do my homework, also they forbid me to do out to play but to stay in the house to learn. Therefore I admit that learning at home helps do well at school.

4.4.6 School Board Support

At the interviews, many respondents admitted that school board is a good measure to improve parental participation in education activities. For example Frank, a teacher insisted that:

School board acts as a bridge between the school administration and the parents and the community around. All the members from the school board are from the community around this school. Therefore, I suggest that the school board be well used bring big results now.

Fikiri, a parent had the following to say:

It is true that school board represents us because there are times that we do not wait for parent-teacher meeting to discuss certain issues instead we use the school board meetings with school administration to find answers of our questions. Therefore I think school board support is important in our participation and our children's education as well.

In relation to school board support, Naishok, a form three student said:

I see school board as a regulating board. This means that it is not only the school administration that is managing the school but also the board plays a role by representing the ideas and opinions of parents in the system of managing the school.

4.4.7 Formulating the Policies which will Involve Parents

This was discussed by respondents at the interviews with the researcher. For example, a teacher reported that:

The government must involve parents and communities in education policy formulation for effective implementation to the bottom. It should not despise parents by saying that they do not know about policies. The government must remember that parents and the community in general really know their environment and how to go about it. There it will be much better if parents are involved to formulate and implement the policies in their local areas.

A form four student said:

I suggest that we know all the policies made by the government. This will help us to implement the objectives of those policies in our local environment. The government must know the role of the local people and their local environment.

A parent had the following to say in relation to policy formulation:

The government should not be too political if it wants the policies to be well implemented in our local areas, they must come to the grassroots to ask us how we can collaborate together to have implementable policies instead of copying policies from other countries which finally lead to difficulties in implementing the objectives.

4.4.8 Ensuring Reliable Water Supply

During the interviews, it was discovered that water supply was a big problem in many households. For example Ndiamukama, a teacher, reported that:

In our ward here, there is a prevalent problem which is water supply, many parents and children (students) go about a distance of six kilometers to fetch water and sometimes parents are to go fetch water with their children, by so doing the children do not come to school and lose the school attendance. Therefore we need the government to ensure reliable water supply in our ward which will eventually boost parents' participation to their children's education.

Namayani, a parent had the following to say in relation to the water problem in their village:

In dry season the problem of water supply becomes so huge to the extent that I take my three children (students) with me to go fetch water to a distant water point which it takes about four hours from where we live, so how can I fully participate in my children's education if my family has no water for our herds, for cooking, washing clothes, dishes, and for my husband? The government therefore and other good samaritans should help us get rid of this problem which makes us spend much time than any other activity like education and farming.

Esuvati, a female student continued by showing how the water problem seems to affect her school attendance and non-participation of her single parent in her education and how the problem should be solved:

I live with my mother and my siblings, the most important thing that we need is water. My mother needs water to cook vitumbua and maandazi, the business makes us survive and meet our basic needs, so I have to wake up earlier in the morning every day and go fetch water before going to school. I argue that the government and our member of parliament to highly consider our need of clean and safe water. When the problem is over, education in our village will be uplifted.

4.4.9 Enforcing By-laws

During interviews, many respondents suggested by-laws which would enforce parents to participate in their children's education. For example, Julius, a teacher had the following to say in relation to law enforcement:

I suggest that the local government to enact by-laws which will force parents to participate in their children's education. For example in this village there are drunkard parents and some who have left their families for mistresses and concubines, all these parents must be taken to court to answer those allegations.

Kilamiani, a parent had the following to say in relation to enforcing by laws in their ward:

I agree with those who are saying that irresponsible parents like drunk ones should be dealt with, and the local government must take action seriously because this will make them pay school fees and other contributions and even attend to school meetings.

Habiba, a female form four student, however challenged by saying that:

If by-laws are to be given emphasis on this, there should be great care and justice when they are implemented, because there is a tendency to force parents to pay unnecessary contributions by the local government.

4.4.10 Eradicating Negative Cultural Values

During the interviews, it was suggested that negative cultural values should be eradicated by the community themselves at least to increase parents' participation in education activities. For example, in relation to this Massawe, a teacher had the following to say:

If we want to ensure effective parents' participation in our school, there are some of values that must be discarded by this dominant tribe (Maasai). For example, they must stop despising non-Maasai teachers. The community also must stop marrying off their daughters while they are still at school, parents should not give inheritance to their first born who are still at school because it makes them not to value education any more by believing that they can handle life because their parents have given them enough cattle.

Memilieki, a parent had the following to say in relation to negative cultural values:

It is true that there are values that must not be let to continue it will however take time because they have deep roots and for those values to be gone. It is only education that will make people change. For example parents must be educated about the repercussions of early marriages.

John, a form four student had following to say:

I was born in this society and I agree that there are values which are not good I came to realize this after getting education in Civics and Biology. For example early marriages cause complications during delivery. It is important for our parents to stop marrying off small girls and letting them instead continue with school because it is only education that will take us out of poverty.

CHAPTER FIVE

5.0 ANALYSIS AND DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents analysis and discussion of the findings of the study. In accordance with the research questions, the discussion is organized under the broad themes: education policies and regulations in schools and how they motivate participation in education among parents in Arusha district; socioeconomic and cultural factors which hinder participation in education among parents in Arusha district; and mechanisms to improve parents' participation in education in Arusha district. Conclusion is provided at the end of each theme.

5.2 Education Policies and Parents' Participation in Education

5.2.1 The Primary Education Development Programme (PEDP)

The findings showed that, the respondents had little or no knowledge about the PEDP. For example the teacher who indicated that he was a primary teacher before to transfer to secondary school was not aware of the policy and he had never heard anywhere that PEDP had any objective or strategy to involve parents in their children's education.

Another teacher added by insisting that PEDP did not reach its target because the resources were misused by public figures. Concerning parents and students they indicated that they had never known PEDP and how it operates in the education system in Tanzania. The finding is a new one and it has not been discovered in the literature that was accessed by the current researcher.

The findings under this, may be interpreted that the teachers, parents, students, and the community in general especially in the rural areas where people did not know what PEDP is. This means that the government and other NGOs which are stakeholders in education have not spread enough information in the rural area about the education policy. This finding is the new one and it has not been discovered in the literature that was accessed by the current researcher.

5.2.2 Secondary Education Development Programme (SEDP)

Findings show that many respondents have not seen the relation of SEDP and parents' participation in education. Some teachers said that SEDP was helpful in the construction of classrooms but it did not analyse clearly as how parents would participate in the education of their children. On the other side to parents and students, SEDP was like a puzzle with no clear answer. This means that the policy was not inclusive to the people in the communities. Students were not able to explain and connect the relation of parents' participation in education and SEDP as a matter of fact the policy has no connection.

Furthermore, it was revealed that the communities were not knowledgeable enough about the implementation of many government policies formulated. This means that the government does not take trouble to inform people about how they can be involved fully in the implementation of those policies.

5.2.3 Big Results Now (BRN)

The findings from teachers were similar and were based on the fact that BRN was based on the involving teachers by inviting them to different seminars, training and

meetings on how to make sure that students pass their national examinations, and this year 2014.

According to the policy, the pass rates must be 70%, but parents had not completely been involved in the exercise. On the other part of parents, indicated that they have no reason to participate because, first the policy had not indicated their role. Second, making students pass was the exercise of teachers, school administration and the Ministry of education. Students said that BRN was the school-based policy for teachers but had not shown how their parents would participate in their education at home.

The finding is a new one and it has not been discovered in the literature accessed by a current researcher. Therefore, the findings showed that the policy was based on passing students in their examinations by any means was set to achieve the political goals but not for the quality education in Tanzania.

5.2.4 Conclusion on Research Question 1

The research question one inquired how education policies and regulations motivate participation in the education among parents in Arusha district. The discussion and data revealed that Primary Education Development Programme (PEDP), Secondary Development Programme (SEDP) and Big Results Now (BRN) have not directly showed the parents' participation in education of their children. It indicated how teachers and top officials from the ministry would work towards the attainment of policy goals. This had alienated the parental participation in education.

5.3 Factors Hindering Parents' Participation in Education

5.3.1 Cultural Values and Norms

It was learnt from the findings that, the cultural values and norms have made parents not to participate fully in children's education in Arusha district. Examples are early marriages and the tendency of Maasai boys to despise non-Maasai people. Maasai boys look down their fellow students who are not Maasai at school. This has been a critical problem in taking control of students' discipline. At the same time, Maasai parents do not seriously take trouble to solve this issue. Another cultural values which is a problem is that parents have been giving inheritance (cattle) to their children (boys) who are still students. This has an impact on their education meaning that these children become lazy at school by believing that they have inheritance of cattle as their pride and not education.

The above findings concur with Heather (2009) and Ngoitiki (2008) who found that male dominance and early marriages are some of the cultural values which hinder parents' participation in education of their children especially in pastoralist societies where the school-age girls are married off and women do not participate in important decision making of the families. In line with above discussion, it is safe to say that every tribe should have cultural values as an identity but the negative cultural values which hinder parents' participation in their children's education must be abolished either by educating them or using laws.

5.3.2 Negative Educational Background

The findings showed that many parents do not know how to read and write. Ignorance has an impact on their participation on education activities since parents

have not been able to make follow ups and take control of their children's learning at home and at school. Parents did not fully participate in school meetings and make decisions because they were not confident.

The findings further revealed that because of their illiteracy, parents did not ask for their children's academic reports, discipline and school attendance by believing it was teachers' responsibilities. The above findings concur with Kratli (2001), Pena (2000) and Skoglund (1999) who described obstacles of rural parent involvement in school being limited skills, confidence and knowledge, intimidation, mistrust and stereotypes. Eventually parents find themselves left out in education of their children.

Therefore, the researcher discovered that the education level of parents has great impact to their children's education at home in homework, private study, and at school for attendance, fees payment, as well as in relation between them and teachers. Therefore there is a need for parents to be educated on how they can fully participate in their children's education.

5.3.3 Economic Status of the Family

The findings showed two important aspects on the economic status of the family. One is that, when parents are well economically they pay school fees, contributions, and other basic needs of their children on time. This makes conducive environment for the students to study at school because their parents are responsible. Secondly, good economic status of the family makes parents volunteer in various school

programmes such as building classrooms, teacher houses, laboratories by contributing money or through labour work as part of volunteering.

Similar experiences of the economic status of the family upon parents' participation in education activities were documented by Lee & Bowen (2006) who held that high socioeconomic parents magnifies the effect of the parent involvement in children's academic performance at school. Lareau (1987) concurred by arguing that low income parents find it difficult to communicate with teachers as they suffer from low self-esteem, thus preventing them from getting involved in the school setting.

The above findings therefore, showed that poor parents find it difficult to participate in their children's education because volunteering in terms of contributing money was impossible; what could be done was contributing labour power. Also they faced challenges on paying the school fees, contributions and other basic needs for their children at school.

5.3.4 Lack of Skills among Heads and Teachers

The findings showed three aspects in relation to the lack of skills among principals and teachers. One was that, teachers had not been attending any course, training, or seminar which would equip them with skills of parental participation in education activities by so doing they have been only using experience. Two, heads of institutions and teachers had been in fear that if they involve parents they would lose their part and power in their profession. This makes them not be serious in inviting and involving parents in education activities.

Third, teachers have been neglecting parents the latter wanted to be involved. For example when a parent comes to school to get information about his or her child, teachers pretend to be busy with their duties and they did not give full cooperation to that parent. The findings concur with Rajani (2001) who found that, teachers are often reluctant to share power and authority and therefore they do not encourage parents to be involved in education activities.

Furthermore, Van Noort (2011) held that parents step back from participation and leave all the activities to professionals. Therefore, the researcher discovered that teachers need skills on how to handle parents when it comes to sensitive issues of parental participation in education activities. This will help even build good relationship with parents and with the community in general.

5.3.5 Language Factor

The findings showed that language used as a medium of instruction is not only a problem to teachers and students but also to parents who are supposed to make follow ups of their children at home. Many parents said that they did not know what their children were writing at school because of the language. Parents did not also understand the academic reports written in English. The findings went further by showing that there were a few Maasai parents who even get problem to speak Kiswahili fluently and this problem was revealed during the teacher-parent meetings.

In the target schools many teachers were not from Maasai community which made the situation so worse. The similar experiences of language factor of failing parents' participation in education activities were documented by Kratli (2001) and Welsch &

Zimmer (2008). Kratli (2001) holds that teachers who are not from the same ethnic group, as the parents and students are likely to speak different language which cause serious problem in the parent-teacher meetings and in the classroom. Welsch & Zimmer (2008) hold that language is the serious problem not only in the classrooms but also in the parent-teacher association when parents are not conversant with either English or French except their mother tongue.

Therefore, the present research reveals that language is a critical factor for the government to be serious about by making sure that it finds solution not only for improving effective communication between the education stakeholders but also for quality education in Tanzania.

5.3.6 Limited Time

The findings showed that many parents did not have time to participate in their children's education for two reasons: one, parents were more involved in their economic activities such as keeping their cattle, farming. A few of them travelled up to Nairobi for business therefore it was so difficult to find them. Two, the parents neglected and they were not serious when it came to their children's education; they only saw the importance of paying school fees but not discussing other academic matters at school or making follow ups of their children at home. This eventually made parents blame teachers when their students fail their final examinations.

These findings concur with other scholars findings; (Ankanksha, 2010; Matanda, 2007; Rajani, 2011). Ankanksha (2010) holds that parents do not visit school because they have no time and they consider education to be responsibility of

teachers and other school staff. Matanda (2007) argues that parents visit school only when they are invited but do not do by their own volition. Rajani (2011) further holds that there are small minority of parents who visit schools more often, primarily on their own initiatives.

Therefore, the study found that parents do not have a culture of getting involved to their children's education. They only ask the final results whether pass or fail. There are parents who did not even know what class their children were, they were busy with work by believing that only making money is their important job in the families. For example, there were parents who shifted with their cattle to find pastures for about three months and never asked if their children attended school when they got back home.

5.3.7 Curriculum Irrelevance

The research was done in Maasai society in Arusha District where keeping animals (cattle, sheep, goats, donkeys) is the main economic activity. Therefore, the findings showed that the curriculum used was not relevant according to the Maasai culture. This has made parents to lose interest of participating to their children's education. One parent for example said he decided to take his child to school because she passed her standard seven examinations and that he was afraid he would have been taken to court by the government if he had not sent her to school.

Betie (1985) concur with the above findings. The author establishes that lack of curriculum differentiation has become one of the major expiations for pastoralists' supposed low interest and participation in education and for the high drop-out rates

from schools in rural area. Therefore, the researcher found that the curriculum did not really favour the pastoralist society and their environment. The curriculum forced students to think and act the same regardless of different environment they come from. Hence it is right time for the government to be aware of this problem and ponder how it can make it right.

5.3.8 Child Labour

Child labour in the poor communities seems to be a common phenomenon. The findings showed that in the Maasai society children, at the age of 12 to 16 are the ones who keep herds and the other few have been associated with small businesses at bus stations because of the abject poverty in their families: the children care for their families. The problem has led to poor attendance to school, failing to pay school fees and other contributions, and drop out, whereby the parents have not been able to take any action against that situation.

The findings also indicate that some students were desperate to find money though their parents were able to care for them. Those students avoided school by going to do labour work and some went to Nairobi (a five hours journey from Arusha district) to find job. The findings concurred with Kgaffe (2001) who found that pastoralist societies hold children to participate in herds keeping and domestic chores for young learners something which denies their right to education.

Therefore, the researcher discovered that the communities were not serious to fight child labour because they have been benefiting from it and that the local government had been hesitating to take action against it.

5.3.9 Non-Participative School Administration

The findings showed that public secondary schools are not participative. The heads of schools were not involving parents in sensitive issues like financial matters, and that many of them had been associated with the misuse of school resources for private interests.

The findings further show that heads of schools did not involve parents in disciplinary issues like suspension and expulsion of students; parents were only given information. The findings concurred with what Ngubane (2005) found that financial issues in education institutions have not been a transparent and open issue to the school and community around. This has led to misunderstanding among stakeholders in school management.

The researcher therefore, discovered that the school administration in public secondary schools did not have transparency, openness and accountability in resources management and utilisation whereby parents have been left out and their participation was regarded as unimportant.

5.3.10 Conclusion on Research Question 2

Research question two inquired the factors which hinder the parents' participation in education activities in Arusha district. The data from interviews, focus group discussion, and documents reveal that the factors were: cultural values and norms, negative educational background, economic status of the family, lack of skills among teachers and heads of schools, language factor, limited time, curriculum irrelevance, child labour and non-participative school administration.

5.4 Mechanisms to improve the Parents' Participation in Education Activities

5.4.1 Educating the Parents

Findings indicated that in order to improve parents' participation in education activities parents should be educated. The findings came with two aspects: one, is to give the basics to parents who are completely illiterate on how they can participate in their children's education. For instance teachers can help them take control of their children at home by setting time for their children's private study, paying the school fees and other contributions on time and other basics. Two; is on other hand, educated parents were also to be educated on how to participate. However, a parent being educated is not enough, he must also know the importance of his involvement to his children's education.

Van Noort & Duflo (2011) concur with the above findings. These authors jointly established that, there should be educational programmes for parents to give them skills on they can get involved in the education for their sons and daughters. Therefore, researcher discovered that not only the illiterate parents but also the educated parents did not know how to participate in their children's education. It is through special seminars or trainings for parents to be educated on how they will play their role at home and at school for the quality education of their children.

5.4.2 Parent-Teacher Association

The findings indicated that for parents to fully participate in education activities there should be a teacher-parent association which would help in two ways. One is to supplement the few school meetings which are done only two times a year. The parent-teacher association would help parents meet regularly and discuss the destiny

of their children's education. Two, The association would be a foundation for parents to set goals and analyse the national education policies such as SEDP in the context of school or ward level so that every parent and teacher be knowledgeable on the concept of parental participation and on how policies would translate it.

The above findings concur with Reglin (1993) who holds that structures between the school and parents have great impact on the home-school relation for education activities. Ngubane (2005) further holds that there must be a bridge to connect teachers and parents for student achievement. Therefore, the researcher found that parents and teachers need an association which would stand for them and for the children's education. The association would also play as a bridge between the ward and the district or region. It would advise the government on how to bring down the policies which has meaning of parental participation and its importance.

5.4.3 Communication

During the interviews with respondents, it was revealed that communication is important in conveying messages from parents to teachers and teachers to parents, and a type of channel to transfer message was also important. The findings further indicate that many parents had not been getting information from schools because of the type of channel used. Teachers let students to take message home but, not all students did that.

Therefore it is advisable that there should be reliable ways such as using telephones, parent-teacher association, using local government in which the information would reach quickly to parents. Similar experiences indicate that, communication measure

to improve parent's participation in education (Wolfendale, 1992; Harrison, 2000). The authors hold that, to achieve parental participation, there must be established system of communication that will ensure all information about policies, procedures and expectations are available to all parents. The researcher therefore, discovered that communication is the most way to make parents and teachers meet and make decision which will affect positively their children's education. Means of transferring information should be reliable and effective so as parents get information as early as possible.

5.4.4 Volunteer Programmes

The findings indicated that volunteer programmes might improve quality education by parents to contributing for classrooms, laboratories, libraries. Parents may either give money or labour work to ensure the entire work above is successful. The findings further indicated however volunteer programmes were a burden to poor families when it comes to contributing money and that parents had been intimidated by the local government, if they did not volunteer they would be answerable.

The findings concur with Rajani (2011) who found that volunteer programmes such as giving contribution and labour for building school infrastructures will make parents feel a sense of ownership in all the school activities and their participation would be more useful for student achievement and success. Therefore, it is our view that volunteer programmes should go hand in hand with the recognition of poor and rich parents so as to understand who volunteers where and how. Also, it is better to set ways or mechanisms to prevent misuse of funds raised from parents. It is a public knowledge that some local leaders have been using the funds for private

interests. The volunteer programmes should not only base on local people but also encourage other local institutions to play part in improving the quality of education.

5.4.5 Learning at Home

The findings from the respondents suggested an adoption of learning at home in improving the parents' participation in education activities. The findings indicated that parents should take control of their children's education by assisting them in their homework, private study and writing notes. Many respondents advised that even illiterate parents might help their children by reducing the load of work to the children so that they could get enough time for studying.

The findings concur with Van Noort (2001) who found that home activities can have some effect on parental participation. The idea is to send home activities through the year that require parents and children to sit down and do together. The findings therefore, revealed that a student who learns at home create a good foundation to doing well at school because he or she gets enough time to pass through what he or she learnt at school. Therefore, when parents get involved in that activity then more positive results are likely to be seen at school in a short time.

5.4.6 School Board Support

The findings indicated that the school board can acts as a bridge between the school administration and the community around, it is because all the board members are a part of such community. Therefore this shows that parents can still participate in the school administration through school board support. Similar experiences of school board support as a measure to improve parents' participation in education activities

were documented by (Mulengeki, 2011; Bond, 2006; Pradhan, 2011; and Kratli, 2001). For example, Mulengeki (2011) holds that school committees and boards are useful forms of potential involvement in schools provide they are carefully selected and strengthened. Bond (2006) holds that effective school boards will offer attributes such as accountability and advocacy. Pradhan (2011) holds that school boards improve interaction and outreach specifically meetings with parents, principals, village councils, and teachers.

Lastly, Kratli (2001) holds that school board plays a link among the parents, school management and the community in general for the education activities. The findings went further by indicating that the school board represents parents because there are times participants do not wait for parent-teacher meetings which are conducted only twice a year. Hence school board supports them by supplementing the number of meetings to discuss sensitive matters pertaining to quality education.

Therefore, the researcher discovered that if school board were well used, it would help parents and teacher make decisions which would affect positively the children's education. The school board should not act like a boss but as an instrument which will together with community solve the barriers and insure quality education at school.

5.4.7 Formulating the Policies which will Involve Parents

The findings indicated that, the government should improve the parents' participation by formulating policies which would involve community. First, the involvement should be seen from the objectives of the policies, two the

implementation must involve parents whereby parents will be made to have a sense of ownership in the education policies.

The policies should understand the nature and environment of the people when it comes to implementation so as to bring efficiency. For example, the policies should be aware of pastoralist societies, peasants whereby this would help implement the policies in a perfect possible way. Kgaffe (2001) argued that a policy which is inclusive brings the best results when implemented to the grassroots. Therefore, the researcher discovered that policies which invite parents and communities into their formulation and implementation have a great impact and success. Therefore the government must understand this for benefit of every one.

5.4.8 Ensuring Reliable Water Supply

The findings indicated that solving the water problem by ensuring reliable supply and reduce the distance to at least to 400 metres, would increase parents' participation in education by letting their children attend school instead of going with them fetching water to far distant water points. Reliable water supply would also make students attend school because they know that there is cleanliness and sanitation for their health at school and at home. When parents are insured that the school had reliable water supply they would let their girl students attend school. This finding is a new one and it has not been discovered in the literature that was accessed by the present researcher.

The researcher therefore, discovered that parents do not fully participate in education if they do not have safe and clean water at home. Hence, the children would be with

parents fetching water instead of attending school, the local government and other NGOs should therefore try to solve the problem of water in rural areas because it has also an impact to quality education.

5.4.9 Enforcing By-laws

Findings indicated that there should be an enactment of by-laws which would force parents to participate in education activities. The drunk parents and irresponsible fathers and mothers will not leave their children and family as the law will at least make them responsible in payment of school fees and other contributions. The government should also make sure that those parents who marry off their daughters under the age of eighteen are convicted for their crime so as to stop that behaviour in the communities.

Kgaffe (2001) however, argued that laws cannot make changes if people do not have education on the particular matter. The law will also define how the parents who have divorced get involved to education of their children and this would help children get their fundamental right. Therefore, the researcher discovered that laws can make parental participation into action when other ways fail because parents would be afraid to go to court.

5.4.10 Eradicating Negative Cultural Values

At the interviews, the findings indicated that, there are some of the values which should be eliminated such as early marriages and gender discrimination. All children should be equal that they have the right to get education. Parents should not give inheritance to their children while they are still at school because it would make them

not to value education by believing that they can handle life because their parents have given them enough cattle.

The findings concurred with Hogg (1982) who found that for the negative cultural values in pastoralists are difficult to change but it is possible to give them education which will gradually transform their cultural life. Therefore, the researcher discovered that there are still strong cultural values in pastoralist societies which hinder parents' participation in the education of their children as mentioned above and that the way of eradicating them is to give education to those societies, and when necessary laws should also be used for emphasis.

5.4.11 Conclusion on Research Question 3

The research question three was intended to determine the measures to improve the parents' participation in education activities in Arusha district. In the discussion it was shown that the following would improve parents' participation: educating the parents, parent-teacher association, communication, volunteer programmes, learning at home, school board support, formulating policies which will involve parents, ensuring reliable water supply, enforcing by-laws and eradicating negative cultural values.

CHAPTER SIX

6.0 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the last part of the research report. It covers summary, conclusion, and recommendations for action and for further research.

6.2 Summary

This study intended to investigate factors hindering parents' participation in education activities in Arusha district. The study had three specific objectives:

1. To investigate education policies and regulations in schools and how they motivate participation in education among the parents in Arusha district;
2. To analyse socioeconomic factors which hinder participation in education among parents in Arusha district; and
3. To suggest mechanisms to improve parents' participation in education in Arusha district.

Samples were selected from Oltrumet, Olkokola, and Kimyaki wards, in which the four schools were used in data collection. These were Osiligi secondary school, Oltrumet secondary school, Kimnyaki secondary school, and Mukulat secondary school. The participants selected were expected to provide maximum information about the research problem. The participants were purposefully selected. This study had a sample size of ninety seven (97) participants. The researcher adopted qualitative design, as the author intended to enter participants' experiences on how they perceived the phenomenon of parents' participation in education activities. To

achieve this intention, in-depth interviews were used alongside with focus group discussion method and documentary review in order to increase the reliability of the findings (triangulation).

6.3 The Research Questions Guided this Study were Three

1. How do the education policies such as PEDP, SEDP, and BRN motivate parents' participation in education of their children?
2. What are the socioeconomic and cultural factors which hinder the parents' participation in education activities of their children?
3. What are the measures to be taken to improve parents' participation in education of their children?

The first research question revealed that, primary education development programme (PEDP), secondary education development programme (SEDP), and Big Results Now were found to be education policies which did not clearly show the parents' participation in education of their children in Arusha district. Findings showed that Primary Education Development Programme (PEDP) was established and implemented largely by the Ministry itself; parents were not fully involved to the bottom, and that the policy was politically operated that realistically and eventually it was not practically able to reach the sensitive goal of quality education.

The study found out that Secondary Education Development Programme (SEDP) was not understood by the average people in rural areas. The community was not involved in its formulation and worse enough the policy objectives were not showing clearly how parents would participate in their children's education at home and at school. Eventually the policy ended up constructing many ward secondary schools

which continue to provide poor education to poor people in the rural areas including Arusha district.

The study also came up with the findings in relation to the Big Results Now (BRN) that the policy was based on pass rates of students and reaching the goal increasing pass rates by 60% in 2013, 70% in 2014, and 80% in 2015 but it did not show how parents would be involved in that exercise. Therefore, the policy dealt with teachers and top ministry officials while parents were left out unaware of what is going on in the education activities that and parents came up with the conclusion that government was solely responsible in education.

The second research question revealed nine factors which were found to hinder parents' participation in education activities. First, cultural values and norms affect the parents' participation in education. For example early marriages, parents to give inheritance of cattle to their sons who are still students, parents and students to despise teachers and other students who are not Maasai and others who do not follow Maasai values and norms.

Second, negative educational background, was another factor which hinders parents' participation in education since many parents were illiterate hence lost a chance to take control of their children's learning at home and at school. Third, economic status of the family restricts parents to pay school fees and other school contributions which make students not to attend school. As a matter of fact poverty makes parents not to provide basic needs to their children such as food, uniforms, school facilities, which affect education greatly.

Four, Lack of skills among heads of schools and teachers has made parents fear to confront teachers on education activities. This is caused by teachers not attending seminars, trainings, and courses to acquire skills of parental participation in education. This has made school unwelcome place for parents.

Five, language is another factor. Many parents were not conversant with English language which made them not understand what their children were learning and even not being able to help them with homework and to advise their children how best to deal with the subjects.

Six, parents did not have time to spare for their children's education as many of them were busy with their economic activities such as keeping herds, farming, and other small businesses. They also believed that their responsibility was to find money and pay the school fees but all other activities were responsibilities of teachers and school administration.

Seven, curriculum irrelevance has made parents not too value education by believing that the curriculum was not in favour their environment and cultures. Education to them was meant to alienate their culture. That is why many parents in Maasai community married off their daughters and took away their sons to graze.

Eight, child labour was another which faced the pastoralist communities as in the age of 12 to almost adults the boys were to keep herds instead of going to school. Parents did not bother to take their children to school because according to their age-set structure those boys must keep the herds which are their pride.

Lastly, school administration was not participative enough to encourage parents make follow up of their children's education and making decision about the school development. For example, the findings showed that many heads of schools did not want to involve parents in the use of school fund and other resources which is associated with the misuse of public resources and selfishness.

The third research question revealed ten mechanisms which were discovered to improve the parents' participation in education activities in Arusha district. These are: Educating the parents, parent-teacher association, communication, volunteer programme, learning at home, school board support, formulating policies which will involve parents, ensuring reliable water supply, enforcing by laws as well as eradicating negative cultural values.

- (i) Educating the parents on how participate in their children's education by conducting various seminars, and meetings was what was discovered from the findings as it would help parents to take control of their children at home and at school.
- (ii) Parent-teacher association was discovered to help parental participation in education by acting as a bridge between the school and the parents in decision making for quality education.
- (iii) The findings indicated out communication is the best way to transfer information and messages from teachers to parents and parents to teachers and that it can be done by sending letters, meetings, and visiting parents and students at home when necessary so as to increase parents' participation in education.

- (iv) Volunteer programmes were suggested to be measures to improve parents' participation in education. This could be done through contributing for school construction such as classrooms, laboratories, teachers houses. Learning at home is another measure proposed. Parents should play their role by taking control of their children's learning by making sure that the latter are doing homework, and write notes.
- (v) School board support was a measure suggested to act as bridge between the school administration and the parents and the community around. The board would conduct meetings for decision-making which would in return affect positively the education activities.
- (vi) Formulating the policies which would involve parents for effective implementation to the bottom. The government should remember that parents and the community know their environment and understand how to go about it. Therefore it should be better if parents are involved to formulate and implement the policies in their local area.
- (vii) Reliable water supply is important to improve parents' participation in education activities because the problem of shortage of water makes parents and their children to fetch water to a distant water points and causes children not to attend school and not study seriously.
- (viii) Enforcing by-laws by the local government and the community itself to ensure that irresponsible parents are answerable for their action of avoiding paying school fees and other contributions as well as involving in decision making for their children's education.

- (ix) Eradicating negative cultural values was the last solution proposed. This would involve abolishing early marriages, parents not to giving inheritance to their sons while they are at school and that the Maasai community have cultural tolerances against other peoples' cultures.

6.4 Implications of the Findings to the Epstein's Model

The study of how to improve the parents' participation in education was influenced by the contribution of Epstein typology model of home-school relationship which has six levels of involvement. In her model, she postulated that parenting is an activity that school can perform to assist families with parenting and child rearing skills, family support, understanding learner and adolescent development.

According to Epstein's Model, communication with families about school programme and learner progress is so important. Volunteering is another level for parents to volunteer at home and school in order to enhance the success of learner education. Learning at home should include designing and organising a regular schedule of interactive homework that gives learners responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. Decision-making should involve parents by participating in committees and school boards and the last level is collaborating with the community by sharing and engaging communities in all activities of the school.

Thus, the new model proposed by the researcher based on the findings of this study. He goes further by adding two more levels from where the Epstein's model (1997) ended. those are student achievement and quality education. The current researcher

considers the student achievement at school and in the labour market as the learning should not only make student achieve in the learning style but also should achieve in the labour market by being creative and innovative according relevant environment.

The other level of the researcher's model is quality education, implying that all other levels of Epstein's model (1997) if they do not target for quality education, then they are useless. Quality education is what make people go to school because they know that education will make them fight and cope with environment and get rid of poverty. Therefore, education alone is not enough but quality education is what matters a lot.

6.5 Implications for practices

Challenges such as negative cultural values and norms; early marriages, gender discrimination, despising other people's culture, giving sons inheritance of cattle while at school might continue to damage the provision of education in pastoralist societies if no action is taken. A war to fight against negative cultural values which hinder smooth provision of education must be serious and this is every one's war ranging from a parent, student, teacher, community, non-government organisations and government.

There must be a culture of parents' participation in education activities in the communities which will help make changes in education by making all education stakeholders play their respective parts and this culture can be made through education provision to parents and communities in general on how parents can make sure that they participate in their children's learning.

Strategies for improving the parents' participation in education activities of their children would require some government initiatives including formulating inclusive education policies, educating communities about parents participation in education, and making laws which will enforce irresponsible parents to get involved in education of their children.

6.6 Recommendations

6.6.1 Recommendations for Action

In relation to findings the researcher recommends the following:

- (i) The ministry of education needs to involve people to the bottom when it comes to policy implementation and make them aware of what is going on such as in resource mobilisation, capacity building and institutional reforms.
- (ii) The government must ensure that education fits to peoples' actual environment and create the generation which will base on coping with their environment by becoming creative and innovative instead of thinking of being employed by government or private organisations.
- (iii) Parents' participation in education is most important because it collectively makes all people to participate into creation of new knowledge, ideas, insight, opinions and constructs which will fit to today's globalized challenges and opportunities.
- (iv) The government and the community in general must be really serious in fighting against all negative cultural values such as early marriages which continue to depress the right to education of a child.

- (v) Government must be serious to invest enough resources in the education sector because it is the sensitive sector where all other kinds of development come from. The investment should touch on the environment of teaching and learning by ensuring sophisticated facilities, incentives and conducive environment. This will even give a room to effective parents' participation in education activities.
- (vi) The government should put into consideration the mechanisms found out in this study to improve the parents' participation in education activities because it is the ideas and opinions given by the local people therefore they should not be taken for granted as they can make positive changes for quality education.

6.6.2 Recommendations for Further Research

1. This study concentrated on small geographical area of Arusha district within which three wards were chosen and four public secondary schools were selected from those wards. The study adopted a qualitative design with a small sample. Therefore, a general survey study is recommended to involve wider sample to ascertain the factors which have been identified as hindering parents' participation in education activities in Arusha district.
2. Geographical environment within the community has been found to cause poor parents' participation in education activities in Arusha district. A new study is hereby recommended to discover how geographical environment in the community influence parents' participation in education activities in Arusha district.

3. Poor parents' participation in education sends signals to Ministry of education that the education policies are not very effective. The Ministry of education needs to conduct research to find out that in which ways that the education policies will be well formulated and implemented by the community to the grassroots.
4. Poor parents' participation in education activities in Arusha district has been associated with parents' illiteracy. A further study is recommended to explore how illiterate parents can be fully and effectively involved in their children's education in Arusha district.

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APPENDICES

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Appendix I: A Consent Note

I, **CARLOS JOSEPH** of the Open University of Tanzania wish to collect data from my study “*Factors Hindering Parents’ Participation in School Activities in Tanzania: A Case of Arusha District*”. I have considered you-----
-----to be useful in assisting me to provide information through interviews. Before you participate I ask you to read the attached consent form for your action.

Carlos Joseph

Student and Researcher

Response:

I will participate ----- (put a tick)

I will participate----- (Put across)

OPEN UNIVERSITY OF TANZANIA**Appendix II: Interview Guide /Focus Group Discussion- Teachers**

1. Explain what do you understand by the term parents' participation in education activities and why do you think parents are important in the education of their children?
2. How do you think that the education policies such as PEDP, SEDP, and BRN affect the parents' participation in the education of their children?
3. What are the socio-economic and cultural factors which hinder the parents' participation in education activities of their learners?
4. What are the perfect measures to be taken to improve the parents' participation in education of their children?

THE OPEN UNIVERSITY OF TANZANIA**Appendix III: Focus Group Discussion- Parents**

1. What do you understand by the term parents' participation in education of your children?
2. Have you ever heard of policies such as PEDP, SEDP, and BRN? How do they have impact on you as parents in participation of your children's education activities?
3. What are the socio-economic and cultural factors which hinder your participation in the education activities of your children?
4. What are the measures do you think can be done to help you effectively participate in your children's education?

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Appendix IV: Interview Guide/ Focus Group Discussion- Students

1. What is parental participation in your education?
2. How do your parents get involved in your education activities at home and at school?
3. What are the socio-economic and cultural factors that hinder your parents in participation of your education activities?
4. Explain the measures that can be used to improve your parents' participation in your education activities?